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ABSTRACT

Fifteen papers from the Division of Libraries Serving the General Public are included in this collection: "When the Children's Library Meets the Museum" (French and English versions; Annie Pissard); "Value of Library Service for Children Literature in France" (Aline Eisenegger); "The Latin American Literature in France" (Aline Eisenegger); "The Latin America Network of Documentation Centres for Children's Literature as an Information Tool" (Clara Budnik); "On Some Theoretical Foundations of the School Library/Media Center and Their Implications for Education" (French and English versions; Paulette Bernhard); "Pedagogy of Reading in a Rural Area" (French and English versions; A. Valin); "Academic Achievement and the School Library: An International Study" (Setsuko Koga, et al.); "Library and School for Young Children and Handicapped Children: An Original Cooperation" (French and English versions; Myriam Lott Deschamps); "Television and Visiophonie: Therapy and Mass Media" (French and English versions; Jean-Pierre Seguin); "Inmates-Adopt-a-Scholar: A Case Study in New York State Prison Library Programming to Develop Critical Thinking Skills" (Myra Albert); "IFLA's Section for Libraries Serving Disadvantaged Persons: A Presentation" (Gunilla Malgren-Neale); "Access to Information for Visually Impaired Students in the University Environment: The Situation in Germany" (Rainer F. V. Witte); "How Blind People Access Data Stored on CD-ROM in University Libraries" (Anita Richaume); "Tobia Center: Braille Research and Printing Center: A Summary of 12 Years' Experiment" (Monique Truquet); and "Public Libraries Against Illiteracy" (Ernest A. DiMattia, Jr.). (SD)

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Brochure 30 / *Booklet 30*

DIVISION DES BIBLIOTHÈQUES AU SERVICE DU GRAND PUBLIC

1re partie. La suite est dans la brochure 31

DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

1st part. To be continued in booklet 31

SECTION DES BIBLIOTHÈQUES POUR ENFANTS
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La Bibliothèque des enfants entre au musée ! *(93-CHILD-1-F)* — Annie PISSARD, Cité des sciences et de l'industrie, Paris, France

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Academic Achievement and the School Library : an International Study *(31-SCHOOL-3-E)* — Setsuko KOGA, Professor, Aoyamagakuin University, Tokyo, Japan; Takashi HARADA, Assistant Professor, Keio University, Tokyo, Japan

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SECTION DES BIBLIOTHÈQUES SERVANT DES PUBLICS DÉFAVORISÉS
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Télévision et visiophonie : moyens de communication et agents thérapeutiques : l'expérience de TROUSSEAU, hôpital pour enfants malades, Paris *(59-DISADV-3-F)*	Jean-Pierre SEGUIN, Président de l'Association des Amis de l'Hôpital TROUSSEAU, Paris, France
« Inmates Adopt-A-Scholar » : A Case Study in New York State Prison Library Programming to Develop Critical Thinking Skills *(58-DISADV-2-E)*	Myra ALBERT, Supervising Librarian, New York State Department of Corrections, State Office Campus Building 2, Library Division, Albany, New York 12226, USA

La Bibliothèque des enfants entre au musée !

Annie PISSARD, *Cité des sciences et de l'industrie, Paris, France*

Si l'on essaie de faire le point du développement des bibliothèques pour enfants en France dans les dix dernières années, on peut surtout remarquer des tentatives d'intégration dans de nouveaux lieux, à savoir les Musées.

Nous allons citer et décrire ces exemples, de la bibliothèque des enfants du Centre Pompidou à la Médiathèque de la Cité des Sciences et de l'industrie de la Villette.

Les bibliothèques pour enfants, en France bien qu'en nombre et avec des moyens encore insuffisants fonctionnent plutôt bien là où elles existent. Des échanges fructueux entre des livres, des enfants et des bibliothécaires s'y passent.

Dans ce contexte est apparue l'idée de transporter ces petites institutions dans un lieu que les enseignants et les familles utilisent de plus en plus largement : le musée. Séduisant, est le projet de mettre la documentation sur le lieu de l'art et de l'explication, de collaborer avec les services éducatifs du Musée, d'y apporter la convivialité qui fait le succès de la bibliothèque des enfants, d'échanger un peu de savoir faire contre de nouveaux publics et une gestion peut-être plus maîtrisée.

Le premier exemple a été donné à Paris par le **Centre Pompidou**. Le projet de la bibliothèque des enfants, non spécialisée par rapport au Centre arrive en retard sur le projet général et s'est installée sur le côté. La bibliothèque est restée elle-même. Elle n'apparaît pas totalement intégrée ni à la BPI ni au Centre Pompidou en général.

Actuellement, son profil s'est modifié. De bibliothèque de quartier, elle s'est transformée à l'attention des adultes, en salle d'actualité des livres et des médias pour enfants.

Une autre initiative revient — en 1981 — au **Museum d'Histoire Naturelle de La Rochelle**. La bibliothécaire (Josette PERE) responsable d'un beau Musée ancien aux parquets cirés qui craquent, ouvre une salle de documentation pour les enfants. Ils s'y installent sans problème non loin du public spécialisé. Des enseignants, des scientifiques s'y intéressent. L'expérience marche : un va-et-vient des enfants s'instaure du Musée à la bibliothèque et inversement. Le **Museum de Nantes et celui de Toulouse** font de même. C'est aussi le moment où — en France — on commence à s'interroger sérieusement sur l'intérêt des enfants pour la science, en dehors de l'enseignement, où la science entre dans l'ère des loisirs.

Un peu plus tard, la bibliothécaire de **Ballancourt**, petite ville de 20 000 habitants dans la banlieue sud de Paris constate que le fonds documentaire de la bibliothèque des adultes et celui des enfants se recoupent en grande partie. Elle rassemble les deux fonds. Enfants et adultes se documentent aujourd'hui à une source commune. Il n'y a pas plus de limite à la curiosité des enfants et des adultes osent s'approprier des livres de débutants. Autre tentative d'intégration à l'intérieur même de la bibliothèque.

En 1986, un musée est installé dans l'ancienne gare d'Orsay au bord de la Seine. Il rassemble les œuvres d'art de la fin du 19e au tout début du 20e siècle. Le musée se dote d'un service éducatif. Pourquoi ne pas y inclure une bibliothèque ? Bonne idée ! mais il reste... 40 m2 disponibles. La joie par les livres est chargée du projet. La **Petite Bibliothèque d'Orsay** comporte une collection de 1 000 livres, concernant la période historique couverte par le Musée (1848-1918), Paris, la Gare, les Beaux-Arts y compris la photographie, le ballet, qui est rassemblée sans oublier les œuvres marquantes de la littérature enfantine correspondant à cette période.

Les architectes l'imaginent toute en bois, avec une seule très grande table basse. Elle voisine avec une salle audio-visuelle et un atelier de dessin dans les 700 m2 du service réservé au jeune public. C'est un assez joli outil, mais hélas, à l'ouverture le budget manque pour engager un(e) bibliothécaire.

La bibliothèque est gérée actuellement par l'équipe des animateurs. Pendant l'année scolaire 87-88, la Joie par les Livres y a organisé des animations : Robert DOISNEAU a fait visiter aux enfants la collection de photographies anciennes. L'illustrateur Jean-Louis BESSON a conduit une gigantesque partie de jeu de l'oie autour des inventions du début du siècle. La bibliothèque ne prête pas de livres. Cette expérience reprend une idée déjà ancienne du Musée d'Art de Chicago, (Little Library). Mais ces deux bibliothèques ont un problème commun. Si elles sont innovantes sur le plan de la pédagogie de l'art, elles n'ont pas trouvé réellement leur public. Situées dans des quartiers riches du centre-ville, elles manquent... d'enfants.

Est-ce qu'une bibliothèque pour les enfants peut fonctionner sans les indispensables "enfants-du-quartier" ?

Dès le projet d'ouverture de la **Cité des Sciences de la Villette**, on pense sérieusement à la place des enfants à la **Médiathèque**. Il faut dire qu'à la Cité des Sciences, le public des enfants a de la place. Il a son musée, (Inventorium) un service pédagogique pour les scolaires, des expositions, des ateliers, des spectacles au Planetarium.

Pendant trois ans, la Médiathèque se met en place éclairée par l'expérience du Musée des Sciences et de l'Industrie de Chicago (encore !) du Museum de La Rochelle, et de la réflexion sur l'accès des enfants à la science par un mouvement pédagogique français novateur (Ecole Freinet).

C'est à la Joie par les Livres que s'ouvre cette étude sur la science et les livres pour enfants. Une des premières médiathèques françaises pour les enfants en sortira. Elle sera spécialisée et intégrée comme la Médiathèque dans son ensemble au "Musée" qui ne veut pas en porter le nom. On se donne du temps pour réfléchir à la définition du fonds, rassembler une importante collection. En chiffres (1989) : 25 000 volumes — 700 films — 150 logiciels — 150 jeux. Les difficultés viendront plus tard quand il faudra engager un effectif suffisant de bibliothécaires.

Les titres de base de la Médiathèque ont été l'objet d'une lecture critique de la part de spécialistes, d'enseignants et ce qui est nouveau en France, de scientifiques. Souvent leurs points de vues convergent, mais certains documents comportant des erreurs ont été éliminés. De fait, rassembler cette collection a consisté en une relecture générale de la production de livres pour enfants. De cette production, que peut-on transporter sur le territoire de la Cité des Sciences ? Plutôt que de rassembler des livres scientifiques selon une définition un peu étroite de la science, nous avons réuni des documents sur lesquels les enfants peuvent trouver une information mais aussi une forme de questionnement scientifique, y compris dans les livres d'images. La collection d'albums choisie pour la Cité des Sciences donne la parole aux animaux non habillés, aux camions, aux jeux de formes et de couleurs, aux personnages curieux et inventifs. Elle rassemble aussi les livres à compter, les albums photographiques de Tana HOBAN et d'autres albums en différentes langues comme ceux recommandés par Philip et Phylis MORRISSON dans le *Scientific American*. Le choix de documents inclut aussi partiellement la fiction : science fiction, bande dessinée (très riche en Europe) certains romans animaliers à caractère documentaire.

Rassembler cette collection, même dans l'intérêt encore inégal où elle se présente en français, devait être la première étape pour attirer l'attention des scientifiques et des vulgarisateurs sur une production que la plupart du temps ils ignorent.

Pour le choix des documents audio-visuels, nous avons eu la même approche.

Les différents films documentaires des télévisions canadiens, américains, suisses, français sont présentés au public mais aussi les films d'animation pour toute la place qu'ils laissent aux représentations imaginaires : Mac Laren est là bien sûr avec ses éblouissantes recherches où l'on se demande qui de l'humour ou de l'imaginaire technique est le sujet. Nous avons aussi attiré l'attention sur l'œuvre du cinéaste scientifique français Jean PAINLEVE et particulièrement sur le film qu'il a récemment destiné aux enfants : *Les pigeons du square*.

La Médiathèque dans la Cité des Sciences est souvent perçue par le public comme un endroit où faire une pause, découvrir par un hasard (très organisé) des jeux, des livres, des audiovisuels. C'est un lieu où compléter son information, et trouver de nouveaux sujets d'étonnement. Les enfants peuvent apporter leurs collections, les trésors des fonds des poches qui révèlent, telle une "encyclopédie merveilleuse" (Walter Benjamin) l'état de leur curiosité sur le monde.

Curiosité, "petits curieux", est un terme que nous utilisons souvent dans le matériel publicitaire, car il nous paraît recouvrir assez justement l'attitude des enfants devant l'information scientifique.

En mettant cette collection de documents dans les mains des enfants, nous avons réalisé les conditions d'une expérience. En essayant d'être le lieu où l'on peut trouver une réponse à la

question : qu'est-ce que je donne à manger à mes têtards ? et à la proposition : je voudrais te montrer le skate board à éclairage électronique que j'ai fait, la Médiathèque des enfants se voudrait pour son public un avatar du cabinet de curiosité, une Wunderkamer des enfants d'aujourd'hui.

L'intégration de la bibliothèque dans le musée a quelques inconvénients : structures "lourdes", situation d'être une boîte, dans la boîte qui est dans la boîte, mais elle a du point de vue des publics des avantages considérables. Des flots de visiteurs variés prennent le chemin de la bibliothèque et la découvrent.

Les utilisateurs sont plus demandeurs d'événements et d'activités, la notion d'accueil plus exigeante et c'est tant mieux. Si l'on parvient à adapter son savoir-faire à un cadre un peu différent, c'est une extraordinaire vitrine gagnée pour la bibliothèque.

11-SCHOOL-1-F

De quelques fondements théoriques de la bibliothèque/médiathèque en milieu scolaire et de leurs implications pédagogiques

Paulette BERNHARD, *Professeur adjoint, Ecole de bibliothéconomie et des sciences de l'information, Université de Montréal, Canada*

Résumé :

*L'approfondissement théorique du concept de bibliothèque scolaire, élargi à celui de bibliothèque/médiathèque, met en évidence deux dimensions : celle d'**environnement** et celle de **source de média**. La bibliothèque/médiathèque peut ainsi être définie comme un environnement stimulant, lieu d'apprentissage culturel et lieu d'information, et comme une source de médias suscitant une variété d'expériences d'apprentissage et servant à diversifier l'enseignement. L'étude de ces dimensions permet de confirmer que la bibliothèque/médiathèque offre un potentiel pédagogique important et que, de plus, elle représente un **facteur de variété**, lié à des forces d'innovation et de changement. Cependant, pour que ce potentiel puisse être pleinement exploité, des conditions minimales sont requises, d'une part, en matière de ressources humaines et matérielles et, d'autre part, en ce qui concerne l'intégration de la bibliothèque/médiathèque à l'enseignement et aux apprentissages.*

I Introduction

En 1989, le rôle de la bibliothèque ou de la médiathèque en milieu scolaire est-il encore à promouvoir ? Différents indices nous amènent à une réponse positive, par exemple : les observations faites récemment par John Wright au niveau international[1] ; la création de commissions chargées d'étudier la situation des bibliothèques scolaires (en Grande Bretagne, 1985 ; en Saskatchewan, 1987 ; au Québec, 1988) ; l'intérêt de la Banque mondiale pour le financement de bibliothèques scolaires dans les pays en développement[2] ; la nouvelle édition en 1988 de lignes directrices aux Etats-Unis[3] ; la publication de documents de promotion des bibliothèques/centres de ressources par certains ministères canadiens de l'éducation (Ontario, 1982 ; Alberta, 1985 ; Québec, 1987). Nous nous proposons de contribuer à ce mouvement en exposant les grandes lignes d'une réflexion sur les fondements théoriques du rôle de la bibliothèque scolaire, quelle que soit son appellation[4]. Nous espérons ainsi apporter des arguments favorisant la prise de conscience de son énorme potentiel. Nous souhaitons également en préciser les implications pédagogiques.

II Réflexion sur les fondements théoriques de la bibliothèque/médiathèque en milieu scolaire

La bibliothèque scolaire est en pleine évolution. D'une part, face à la diversification des médias, elle tend à se transformer en médiathèque, en centre multimédia ou en centre de ressources documentaires et, d'autre part, avec l'avènement de l'âge de l'information, elle se rapproche du centre de documentation et d'information. Dans sa conception la plus moderne, elle est au service du programme éducatif d'une école donnée, pour lequel elle représente un environnement stimulant et une source de médias, deux dimensions que nous allons maintenant approfondir.

- La bibliothèque/médiathèque comme environnement éducatif

En tant qu'environnement, la bibliothèque/médiathèque peut être considérée comme un lieu d'apprentissage culturel et un lieu d'information, c'est à dire comme un environnement éducatif et stimulant qui offre à l'élève de nombreuses occasions libres et diversifiées d'expériences affectives et cognitives qui contribuent à son développement personnel. Notons particulièrement qu'il s'agit d'un lieu différent de la classe où des ressources culturelles, informatives, éducatives et récréatives sont disponibles sans être imposées. Ce lieu permet également de faire la transition entre le monde scolaire et son environnement extérieur.

- La bibliothèque/médiathèque comme source de médias

En tant que source de médias, la bibliothèque/médiathèque participe à la fois aux apprentissages et à l'enseignement.

A) ***Impact sur les apprentisssages***

Nous nous référons aux écrits de Bruner et Olson qui considèrent que l'apprentissage peut se faire soit de façon "directe" (par l'action) soit de façon "médiatisée" (via l'observation ou via des systèmes de symboles)[5]. Or, c'est justement ce dernier type d'apprentissage, celui par systèmes de symboles, qui représente le mode dominant de l'école, avec la manipulation de codes abstraits. Cela suppose que les élèves développent des compétences spécifiques relatives à ces codes, à commencer par le code linguistique.

De plus, chacune de ces formes d'apprentissage peut encore se décomposer en deux éléments invariants, à savoir :

— une structure commune sous-jacente (la connaissance)
— des structures spécifiques de surface pour chacun des systèmes de symboles rencontrés (les habiletés).

Ainsi une même connaissance peut-elle être véhiculée par différents systèmes de symboles (ou médias) qui nécessitent, chacun, une compétence propre. Notons que cette distinction entre connaissance et habiletés présente une certaine analogie avec l'analyse que font Bloom et al. du domaine cognitif de la taxonomie des objectifs pédagogiques, où le premier niveau correspond à la mémorisation ou à la reconnaissance du savoir et où les niveaux suivants réfèrent à des processus mentaux allant des plus simples aux plus élaborés (compréhension, application, analyse, synthèse, évaluation). Il s'ensuit que la connaissance ne représente que la première étape de l'apprentissage et qu'il reste à développer ultérieurement des habiletés différenciées selon la forme d'apprentissage considérée.

Or, de par sa nature même de source d'informations encodées sur différents supports ou médias, la bibliothèque/médiathèque rend possibles et l'acquisition de connaissances et le développement des habiletés requises pour la manipulation et la maîtrise de ces différents médias :

— elle apporte des connaissances, grâce aux collections disponibles
— elle révèle des structures, via différents systèmes d'organisation des connaissances (cadres de classification et outils de recherche)
— elle représente une occasion de développer des compétences relatives à la manipulation de différents médias
— elle incite à faire l'expérience directe de ces différents médias et permet d'acquérir des savoir-faire relatifs à la recherche et à l'analyse de l'information
— elle développe la capacité d'apprendre à apprendre.

B) ***Impact sur l'enseignement***

L'enseignant a la possibilité d'utiliser les ressources de la bibliothèque/médiathèque pour diversifier les sources auxquelles peut accéder l'apprenant, ce qui modifie les relations à l'intérieur du "triangle éducatif" qui lie, selon Vial, l'apprenant, l'enseignant et les connaissances. L'existence d'une bibliothèque/médiathèque permet en conséquence aux enseignants, d'une part, d'élargir leurs répertoires pédagogiques et, d'autre part, d'individualiser leur enseignement. Ainsi peut-on, en particulier, concevoir deux formes d'enseignement individualisé : la première, basée sur une exploitation libre et directe de sources d'information variées, comme dans le "travail indépendant" et, la seconde, s'exerçant au rythme de l'apprenant à partir de modules d'apprentissage pré-structurés, comme dans la pédagogie de la maîtrise.

L'étude de ces dimensions permet de confirmer que la bibliothèque/médiathèque offre véritablement un potentiel pédagogique important. De plus, elle représente une source de

variété qui, selon les tenants de la pensée systémique, est essentielle à l'évolution des systèmes de grande complexité comme le système éducatif, dans la mesure où cette variété introduit des forces d'innovation et de changement. Et, en effet, plusieurs auteurs ont présenté la bibliothèque/médiathèque comme un indicateur ou un facteur d'innovation, ainsi que le bibliothécaire, le spécialiste des médias ou le documentaliste comme un agent de changement[6].

Nous conclurons ce point en mentionnant qu'il existe une continuité entre différentes études identifiant la bibliothèque de l'école comme un facteur de réussite scolaire[7]. Cette association a encore été relevée dernièrement aux Etats-Unis grâce aux études menées en 1987 à partir de la base de données SchoolMatch et aboutissant à une corrélation très nette entre le succès scolaire et les dépenses dans le domaine de la bibliothèque ou de la médiathèque scolaire[8].

III Implications pédagogiques

Pour que le potentiel de la bibliothèque/médiathèque en milieu scolaire puisse être pleinement exploité, cette dernière doit tout d'abord disposer des ressources humaines et matérielles nécessaires à son bon fonctionnement, ce qui est loin d'être toujours le cas, comme le fait remarquer John Wright[1]. Mais même si l'on admet que ces conditions sont remplies, il reste encore, d'une part, à promouvoir son rôle auprès de tous les partenaires concernés et, d'autre part, à réaliser son intégration à l'enseignement et aux apprentissages.

A) *Promotion du rôle de la bibliothèque scolaire*

Notre revue de la littérature montre que les ressources de la bibliothèque ou de la médiathèque scolaire ont tendance à être sous-utilisées et par les enseignants et par les élèves, qu'il s'agisse du Canada anglophone, des Etats-Unis, de la France ou de l'Angleterre. Cette constatation a été confirmée par notre propre enquête menée dans six écoles secondaires polyvalentes du Québec. Si bien que nous en concluons à la nécessité de mener des actions de sensibilisation, de formation et d'animation pour promouvoir une meilleure connaissance et une meilleure exploitation des ressources documentaires, autant auprès des enseignants et des élèves qu'auprès des responsables pédagogiques et des administrateurs à tous les niveaux du système éducatif[9]. Remarquons qu'un des volets d'une telle promotion passe par le développement de compétences à exploiter les ressources documentaires, comme en témoignent les actions suscitées par l'Unesco sous les thèmes plus généraux de la sensibilisation et de la formation aux habiletés d'information[10].

B) *Intégration à l'enseignement et aux apprentissages*

Plusieurs pays ont élaboré durant la dernière décennie des réformes de programmes d'enseignement allant dans le sens d'un apprentissage actif et significatif. Mais ces programmes n'abordent que rarement de façon explicite le rôle de la bibliothèque ou de la médiathèque ainsi que des ressources documentaires dans le développement des habiletés d'information. C'est pourquoi il convient, en premier lieu, d'énoncer clairement les objectifs correspondants pour le programme éducatif dans son ensemble et, en second lieu, de les préciser dans le cadre des différents enseignements.

Ainsi pourrait-on, par exemple, en arriver à un consensus dans une école donnée sur des **objectifs généraux** tels que les suivants :

- que l'élève acquière le goût d'aller à la bibliothèque ;
- que l'élève soit capable d'utiliser la bibliothèque et d'en exploiter pleinement les ressources ;
- que l'élève développe le goût et l'habitude de lire ;
- que l'élève développe des habiletés de recherche d'information et d'autodocumentation.

Ces objectifs généraux devront par la suite être appropriés par chaque enseignant et précisés en objectifs terminaux et intermédiaires, lesquels donneront lieu à des activités d'apprentissage spécifiques.

Il faut insister sur le fait que les enseignants jouent un **rôle capital** dans la sensibilisation et dans l'incitation des élèves à utiliser la bibliothèque et les ressources documentaires à condition, bien sûr, qu'ils soient eux-mêmes informés des possibilités offertes. Il est, de plus, très souhaitable qu'ils deviennent des utilisateurs avertis et qu'ils soient les partenaires privilégiés de la personne responsable de la bibliothèque ou de la médiathèque.

Nous en arrivons ainsi à l'affirmation du **rôle également essentiel** d'un personnel responsable qualifié qui, malheureusement, fait trop souvent défaut. Or, bien que différents statuts existent (bibliothécaire, spécialiste des médias ou des moyens d'enseignement, documentaliste, enseignant-bibliothécaire, etc.), il ne semble pas encore y avoir de consensus sur le profil idéal d'un tel personnel. Toutefois, des lignes directrices récentes émises par l'IFLA[11] identifient trois domaines de compétences : 1) bibliothéconomie ; 2) gestion ; 3) éducation.

IV Conclusion

La littérature en bibliothéconomie scolaire nous incite à penser que le concept de la bibliothèque ou de la médiathèque scolaire, quoiqu'en général et, souvent, implicitement accepté, a encore besoin de beaucoup de promotion. Notre recherche nous a, en effet, amenée à constater, en continuité avec les résultats de la revue de la littérature, que la bibliothèque ou la médiathèque de l'école avait tendance à être largement sous-utilisée, autant par les enseignants que par les élèves des six écoles visitées. Nous avons tenté d'expliquer cet état des choses par les raisons suivantes : 1) une carence d'arguments théoriques ; 2) un manque de sensibilisation et de formation ; 3) un manque d'entraînement à utiliser les ressources disponibles ; 4) une promotion insuffisante de ces ressources ; 5) l'inadéquation des ressources par rapport aux besoins des utilisateurs ; 6) la faible pénétration dans les pratiques d'enseignement d'un modèle actif d'éducation ; 7) des problèmes d'accessibilité.

Nous espérons, par notre réflexion sur les fondements théoriques de la bibliothèque, de la médiathèque ou du centre des ressources scolaire, avoir ajouté une pierre à cette construction commune et nous souhaitons que les bibliothécaires et les spécialistes de l'information soient les premiers à faire passer le message.

Mentionnons, en terminant, que ce concept semble encore devoir trouver des milieux favorables à son développement, dans la mesure où il est novateur et où, selon Tyler, il faut compter au moins une cinquantaine d'années avant qu'une innovation pédagogique éprouvée pénètre dans seulement la moitié des écoles[12].

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02 MAHAR, M.H. "The World Bank and school library services." *School library journal*, vol. 30, no 7 (1984), pp. 113-117.

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09 BERNHARD, P., pp. 132-133 ; 373-374 ; pp. 388-389.

10 HALL, N. *Teachers, information and school libraries*. Paris : Unesco, 1986. (PGI-86/WS/17) HARRIS, C.G.S. *Training in the use of information and documentation in primary and secondary schools*. Paris : Unesco, 1986. (PGI-86/WS/28). IRVING, A. *Instructional materials for developing information concepts and information handling skills in school*

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18-SCHOOL-2-F

Pédagogie de la lecture en zone rurale

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Milieu et Environnement

En 1979, lorsque je fus nommée directrice de cette école, le groupe scolaire était neuf, cinq enseignants sur six quittaient l'école, nommés ailleurs.

Chaque année il en était ainsi pour la presque totalité de ceux-ci. En effet, Aizenay se trouve à 15 kilomètres du chef lieu, et c'était alors un bon poste en attendant d'être nommé en ville.

La commune a une population de 5 000 habitants et est composée d'agriculteurs mais aussi de petits commerçants et d'ouvriers.

L'école publique primaire enregistrait alors 104 élèves de 6 à 12 ans, alors que l'école privée catholique, en avait environ 300.

La pédagogie pratiquée dans cette école peut être qualifiée de très traditionnelle, là est le premier problème. Le deuxième problème réside dans une opposition privé/public quasi systématique et inscrite dans les mentalités depuis longtemps. Cette situation est importante pour la suite, compte tenu de ce que nous voulions mettre en place.

Etat "scolaire" des enfants

En Septembre 79 lorsque je me suis retrouvée devant un grand nombre d'élèves qui avaient deux, voire trois années de retard, je fus quelque peu surprise. Les résultats à l'entrée au Collège étaient assez catastrophiques puisque la presque totalité des enfants était en échec.

Comportement global

L'ambiance dans l'école était difficile et nécessitait une surveillance de tous les instants. Il n'était pas rare en effet de voir un enfant s'en aller de l'école sous n'importe quel prétexte et j'étais contrainte de courir après lui.

Le fort taux d'échecs n'était pas étranger à ce comportement. Il s'y ajoutait sans doute le fait que les instituteurs ne restaient que très peu de temps dans l'école.

Volonté des enseignants nommés en Septembre 80 sur l'école

L'année 79/80 terminée, 4 enseignants quittent à nouveau le poste, laissant la place à d'autres qui demandaient Aizenay volontairement et solidairement pour s'y installer et y mettre en place une véritable "équipe pédagogique" suivant 3 axes :

1. Mettre en place une Bibliothèque Centre Documentaire
2. Aller vers une autre gestion de l'école avec
   - responsabilisation des élèves
   - autonomie
   - organisation personnelle du travail
   - individualisation
   - transformation des pratiques pédagogiques
3. Avoir une politique cohérente de Lecture sur toute l'école

1. BIBLIOTHEQUE CENTRE DOCUMENTAIRE

Premier objectif :

Rassembler des livres et organiser l'école autour de la BCD.

Cela peut paraître banal en 89 puisque depuis 10 ans beaucoup d'écoles se sont dotées de BCD.

Qu'est-ce qui fait que notre BCD a joué un rôle important dans l'école et sur l'environnement ?

Nous avions la volonté qu'elle permette de bousculer les façons de travailler. Il ne pouvait s'agir d'un lieu dans lequel toute une classe se retrouve en même temps d'où :

• La première condition que nous avons intégrée : **la libre circulation**.

Les enfants peuvent aller à la BCD seuls, et à n'importe quel moment de la journée. Cela suppose *une autre organisation du travail* en classe.

Cependant, les élèves ne vont pas à la BCD n'importe comment :

Apprendre la maîtrise de l'espace suppose d'apprendre à se déplacer calmement, et d'avoir un projet avant d'y aller, à savoir,

- emprunter un livre
- chercher des documents
- faire une recherche
- préparer un exposé avec des diapositives
- lire
- écouter des histoires, des poésies (au magnétophone)
- lire le journal
- voir une expo
- musée

Il faut donc prendre conscience du groupe pour aller au respect obligatoire de chacun, apprendre à gérer son temps personnel, tenir compte des moments obligatoires collectifs organisés dans la classe...

Cela c'est avoir un autre statut dans l'école, c'est être reconnu en tant qu'individu, être responsabilisé. Ce qui est remarquable alors, c'est le changement qui survient dans le comportement global des individus et du groupe. Quant à la BCD, c'est un outil, utilisé de mieux en mieux : on apprend à gérer les fichiers et à s'orienter seul, on y rencontre les autres (grands et petits). On peut aider les non-lecteurs...

• La deuxième condition, fut l'**ouverture de la BCD aux parents**. Un adulte disponible est là pour accueillir les enfants. Cet adulte est très souvent un parent. Il a fallu aussi les préparer, et leur permettre d'être en co-formation avec les enseignants sur le terrain.

2. TRANSFORMATION DE L'ECOLE

L'équipe d'adultes, en mettant en place cet outil a provoqué la nécessité de transformer le mode de vie à l'intérieur de l'école : réunions hebdomadaires régulières, réunions ponctuelles, synthèse, réflexion, points de vue échangés, co-formation... mais aussi, conseils d'enfants dans la classe avec tout le groupe, conseil de Bibliothèque avec des délégués de chaque classe, responsables de la parole de leurs camarades.

3. AVOIR UNE POLITIQUE COHERENTE

a) sur l'école

• Cycle de 2/5 ans
  fréquentation de la BCD
  interroger l'écrit, lire beaucoup d'histoires, prêts des livres
• Cycle des apprentissages 5/8 ans
  Lecture fonctionnelle
  Utilisation du logiciel ELMO 0
  3 ans pour apprendre à lire avec continuité pédagogique (même enseignant)
  Fréquentation maximum de la BCD (recherches, journal, expos, enquêtes...)
• Cycle des 9/11 ans
  Présentations de livres, toutes les occasions de la vie de la classe sont prétexte à interroger les écrits
  Utilisation du logiciel ELMO
  Politique d'écriture, en liaison avec la politique de lecture

b) sur l'extérieur

L'école s'est ouverte sur l'extérieur avec

• de nombreuses expositions
• l'organisation de la Fête du livre, institutionnalisée, qui connaît chaque année un grand succès.
• L'Office Municipal Culturel fut aussi un lieu, où les enseignants se sont investis et ont permis que soient prises en compte des réalisations de l'école et que soit organisée une exposition commune avec l'école privée.
• impact sur le département : de nombreuses écoles nous contactent pour venir visiter la BCD, nous interroger sur le fonctionnement.

Etat scolaire des enfants 8 ans plus tard

Si au début, les relations avec le collège sont difficiles, quelques années après, l'ambiance a changé.

Ce sont des résultats excellents, à 85 % que nous enregistrons et très peu de cas irréversibles, tels qu'ils se présentaient les premières années.

Milieu et Environnement

Nous avons connu des moments difficiles, les parents n'étant pas convaincus de l'efficacité de nos méthodes. Ils étaient un peu désemparés devant une autre façon de concevoir l'école.

Nous avons beaucoup travaillé avec eux pour leur formation, en même temps que nous travaillions avec leurs enfants. Peu à peu, la confiance s'est instaurée et nous assistons maintenant à une satisfaction certaine. Nous n'avons pas encore noté un renversement de tendance pour les inscriptions au public par rapport au privé.

31-SCHOOL-3-E

Academic Achievement and the School Library : an International Study

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ABSTRACT

Two sets of questionnaires on academic achievement and library media skills were sent out to students, age 12, in Australia, Japan, Korea, and Thailand and analyzed. Findings are summarized as follows: 1) High and positive correlation exists between the students' library use and interest in the subject study. 2) Those who have keen attitude toward learning tend to use the library more often and as a consequence have a better academic achievement. 3) Therefore, provision of libraries and library services should support better academic achievement among students.

1. INTRODUCTION

The Section of School Libraries since its inception with IFLA in 1976 has been active in the development of school libraries in its various aspects and has attempted to work within the framework of two international programs, PGI and UAP. The Section has compiled guidelines for planning and organizing school libraries[1], guidelines for teacher training courses on children's reading[2], and guidelines for the education and training of school librarians[3]. In 1986 based on the view that it is of prime importance for future teachers to recognize the function of school libraries and librarians in the educational process in this information age, guidelines for teacher training on the educational values of school libraries was compiled and published by UNESCO[4]. Previous to this publication, international studies were carried out on instructional materials for developing information concepts and information handling skills[5].

In the process of all these research and publishing activities, the Section committee began to discuss the absence of empirical and theoretical research into the exact nature of the influence exerted by either the existence of a library or a librarian in the educational process. The Committee has recognized a vital need to have some concrete evidence to indicate that the provision of school libraries and services from school librarians have effects on academic achievement. Needless to say the results of such studies have shown to have positive influence on those who already have libraries or media centers, to make them an essential part of the educational process and to make further research on the integration of information handling skills into the entire learning process and creative thinking skills. For those who are in process of providing library facilities it may accelerate the speed of setting up libraries in schools.

In 1985, at the Chicago conference, the Section committee took up the proposal from Anne Galler (Canada) to make a study on academic achievement and library use. At the Brighton meeting in 1987, the Committee agreed to make further research on the subject. Following this decision, a study group was formed in Japan (full name list at the end of this paper) which experimented a pilot study and the result was reported at the Sydney meeting in 1988. There, the Committee made the decision to make a further study on an international scale and to present the results at the Paris conference.

2. RESEARCH METHODS

Two sets of questionnaires, one on social studies and the other on library media skills, were sent to students, age 12, in Australia, Japan, Korea, and Thailand. From these questionnaires, only those of the students who answered both questionnaires were used to find out the correlation between library media skills and academic achievement in social studies (Table 1).

Table 1 Countries and Number of Students

COUNTRY	LIBRARY MEDIA SKILLS	SOCIAL STUDIES	BOTH
Australia	36 students	28 students	28 students
Japan	516	504	210
Korea	400	400	100
Thailand	350	210	36

Items on the questionnaire concerning academic achievement regarding the country and its farm products were based on the four learning objectives commonly used as criteria for academic achievement in social studies in Japanese primary schools. These four objectives are to acquire interest, knowledge, application, and comprehensive judgment[6]. As for library media skills, the questionnaire was compiled around four major abilities[7], namely those to locate, to select, to comprehend, and to produce present. Items concerning general interest in library use and well used subject areas were added. These instructional objectives are related to Benjamin Bloom's[8] commonly known taxonomy of educational objectives. Table 2 (page 30-6) indicates items checked in the questionnaire in relation to Bloom's educational objectives.

The total score of items (2) to (4) in social studies is used as the criteria to indicate academic achievement. Correlation of this criteria and interest toward library use was examined first. Next, the subject areas well used was compared by countries followed by the tabulation of the academic achievement score. Then the influence of library media skills and interest toward library use to academic achievement was examined by using Hayashi's first method of quantification (the method of regression analysis for categorical variables).

3. RESULT

3. 1 Library Use

Figure 1 (page 30-6) presents library use by students in Australia, Japan, Korea, and Thailand.

Korean students use the library most followed by Australian, Thai, and Japanese students. It should be noted about library use that those who answered "sometimes" are very high among Japanese students. This seems to indicate the fact that libraries are used during a class period as a part of a standardized learning process in which the students are taught the same content, in the same way, and at the same rate. A uniform approach is widely practiced in Japan and the students' self motivated individualized and personalized learning style are not common.

3. 2 Well Used Subject Areas

Figure 2 (page 30-9) presents the fact that Australian, Korean and Thai students' use of the "literature" area is high whereas Japanese students' use of this area is strikingly low. Instead of the "literature" area, latter's use of "history" and ethics' areas are very high. The reason behind this may be explained by the fact that those who answered the questionnaire studied history intensely prior to this survey. As for "literature", it may be surmised that the increase of the so-called non reading population among children and young adults most significant among

Japanese students. Another study may be necessary to clarify the reason behind this phenomena.

3. 3 Academic Achievement in Social Studies

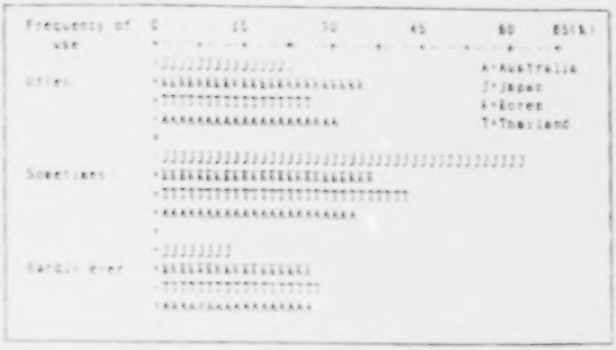

Figure 2 Frequency of Library Use

Figure 3 Academic Achievement in Social Studies

Figure 3 presents academic achievement in social studies by countries. The total score of items (2) to (4), namely, "knowledge", "application", and "comprehensive judgment" are tabulated and treated as academic achievement. In tabulating, the three items are treated as elements with of equal weight.

Figure 3 shows the Japanese students' academic achievement score to be high but this is because they have studied the matter about a year prior to the survey whereas the students in other countries have not studied the matter exactly related to the questionnaire. Therefore, it would rather summarize that students in Australia, Korea, and Thailand have quite a high academic achievement and that their scholastic standards are high.

Using the questionnaires answered by Japanese students, the correlation between academic achievement and items checked in social studies and library use were analyzed. Figure 4 (page 30-7) shows the correlation between academic achievement and items checked in social studies among Japanese students.

Figure 4 indicates that each item in social studies has positive effects on academic achievement. However, it can be said that "knowledge" has the highest positive correlation among the three items and the other two have a relatively small influence. It may also lead to the conclusion that among Japanese students in this study differences of achievement in

Table 2 Items in Social Studies and Library Media Skills

ITEMS IN SOCIAL STUDIES	BLOOM'S OBJECTIVES
(1) Interest in land and farm products	
(2) knowledge about land and farm products	Knowledge, comprehension
(3) Application of information on land and products	Application, Analysis
(4) Comprehensive judgement about land and farm products	Synthesis and Evaluation
ITEMS IN LIBRARY MEDIA SKILLS	
(1) Frequency of library use and interest toward library use	
(2) Well used subject area	
(3) Ability to locate materials	Knowledge
(4) Ability to select materials	Comprehension
(5) Ability to utilize and apply information derived from materials	Application, analysis
(6) Ability to produce present information gathered	Synthesis, evaluation

"knowledge" is observed but there is little difference in "application" and "comprehend judgment". This may indicate that Japanese education emphasizes "knowledge" rather than "application" or "comprehensive judgment". Furthermore, those who use the library often tend to have better academic achievement than those who do not.

3.4 Library Media Skills and Library Use

The correlation between library use and library media skills was examined.

As shown in Table 3, it can be traced that those whose skills to locate and select are higher tend to use the library more often. However, as for "comprehend present", the same tendency cannot be observed. This trend may result from the fact that "comprehend/present" are not emphasized much in library media skill instruction.

3.5 Library Media Skills and Academic Achievement

It was examined how much influence library media skills and interest toward library have on the students' academic achievement. From Figure 5 (page 30-8) it can be traced that there is a positive correlation between academic achievement and library media skills but it is hard to say that from this result better library media skills will promise better academic achievement. It can be understood that those who have high library media skills tend to have more interest in both library use and social studies and as a result of these tendencies higher academic achievement is achieved.

As for a correlation between each items checked in social studies and library media skills, Table 4 presents the fact that there are positive correlations between them.

From Table 4 (page 30-8), it can be traced the positive correlation between each item checked in social studies and library media skills. The correlation between "application" and "comprehend/present" are more significant than that of "knowledge".

4. CONCLUSION

Table 3 Correlation Between Library Use and Library Media Skills

	Score	Number of Students		
		Often	Sometimes	Hardly ever
Locate	0～ 25	4	38	10
	26～ 50	4	43	13
	51～ 75	17	16	18
	76～100	13	21	20
Select	0～ 25	8	0	1
	26～ 50	2	11	10
	51～ 75	17	44	33
	76～100	14	61	17
Comprehend/ Present	0～ 25	18	103	34
	26～ 50	6	4	10
	51～ 75	4	2	11
	76～100	5	7	6

From these findings several conclusions can be arrived at as follows:

1) The four criteria set up in social studies have high and positive correlation and none of the four criteria can be picked up as a most significant factor to acquire better academic achievement. Those who have a high score in "knowledge" also have a high score in "comprehensive judgment", "application", and "interest".

	Score	No of Students	Weight	Graph of weight
				(Mean Score[observed] :61.6) (Mean Score[estimated]:64.5)
Interests	0～ 25	32	2.62	|****
	26～ 50	77	-3.14	*** |
	51～ 75	78	2.26	*** |
	76～100	23	5.13	|********
Knowledge	0～ 25	6	-6.75	********** |
	26～ 50	20	-2.14	*** |
	51～ 75	70	2.26	|***
	76～100	108	5.16	|********
Application	0～ 25	25	-6.53	********** |
	26～ 50	83	-5.06	******* |
	51～ 75	83	-2.40	**** |
	76～100	19	2.20	|***
Comprehensive Judgement	0～ 25	17	-4.06	****** |
	26～ 50	38	-2.08	*** |
	51～ 75	72	-0.04	|
	76～100	83	1.95	|***
Library Use				|
Hardly ever		33	-2.73	**** |
Sometimes		116	-0.67	* |
Often		61	3.23	|*****

Figure 4 Correlation between Academic Achievement and Items Checked in Social Studies (Multiple correlations coefficient : 0.63)

2) Hardly any of the students referred to the classification scheme to find books on the shelves, but rather relied on their previous experience.

3) Korean and Thai students have a definite attitude toward library use whereas the ratio of students who answered "sometimes use the library" is very high among Japanese students. This result may lead to the assumption that Japanese students do not have time to read voluntarily while at school.

4) Among Japanese students, use of the subject areas, "history and ethics", were very high. It can be explained that books in those subject areas are used as related to standardized classroom learning.

5) High and positive correlation exists between library use and interest in social studies.

From these findings, it can be summarized that better academic achievement is derived from a strong desire for learning. Those who have a keen attitude toward learning tend to use the library more often than those who do not and by using libraries their intellectual appetite increases.

Therefore, provision of libraries and library services indirectly support to make students have a higher academic achievement. Furthermore, it can be said that the result of this survey certainly encourages to set up libraries and provide library services for those who do not have them now and for those who already have libraries and offer services and the survey indicates that library media skills will have positive effects to enhance "application" and "comprehensive judgment" in social studies.

This international survey is significant to prove that correlation exists between provision of libraries and academic achievement. However, this survey cannot prove which part of library media skills should be stressed for better academic achievement.

5. RECOMMENDATIONS FOR FURTHER RESEARCH

The findings of this research have served to identify new questions to explore and additional research needed in the field of academic achievement and library media skills.

	Score	No of Students	eight	Graph of weight
				(Mean Score[observed] :64.6)
				(Mean Score[estimated]:64.5)
Interests	Often	33	0.00	x
	Sometimes	116	-0.77	x |
	Hardly ever	61	3.65	| xxxxxx
Locate	0~ 25	50	-1.84	xxx |
	26~ 50	60	-2.44	xxxx |
	51~ 75	46	0.04	x|
	76~100	54	0.75	| x
Select	0~ 25	1	-6.26	xxxxxxxxxx |
	26~ 50	23	-2.08	xxxx |
	51~ 75	94	0.20	| x
	76~100	92	0.30	| x
Comprehend/ Present	0~ 25	155	-1.86	xxx |
	26~ 50	20	0.00	x|
	51~ 75	17	0.21	| x
	76~100	18	0.38	| x

Figure 5 Library Media Skills and Academic Achievement
(Multiple correlations coefficient : 0.61)

Table 4 Correlation between Library Media Skills and Each Item Checked on Academic Achievement

Score	Item	Knowledge	Application	Comprehensive Judgement
Total Score of "Locate" "Select" "Comprehend/ Present"	0~ 25	66.8	39.3	55.2
	26~ 50	72.6	46.3	58.6
	51~ 75	69.2	54.9	63.2
	76~100	75.0	56.9	68.5
Mean Score		70.8	48.9	63.8

Recommendations :

1) It is necessary to form a study group which includes researchers from the field of education to establish standardized instruments to measure library media skills as related to academic achievement in subject areas.
2) It would be well to carry out many of these studies in different countries as possible in order to identify more precisely the nature of the correlation between academic achievement and library media skills.

Figure 2 Bi[illegible] Used Subjects Areas

As for this Section of IFLA, it is obvious that there is a great need to continue this kind of study but at the same time it is true that great difficulties lie in conducting it. There are many obstacles, but first and foremost difficulty that we face is that each country has a different understanding about ability and academic achievement[9]. Therefore, emphasis in classroom instructional objectives also differ from country to country. This can only be a useful conclusion if we can get together and continue our good discussions and cooperation for the sake of better education for children in this information age.

Lastly I would like to stress that the success of research studies is largely depends upon the generous cooperation and sympathetic interest of many people. The authors wish to express our deep appreciation to all who contributed to this study. Special gratitude goes to Ms Anne Galler who is Chairperson of the Section and the members of the Japanese study group, Prof. Takeshi Murofushi, Asian University, Prof. Emeritus, Toshio Hamada, Keio University, Mr. Takanobu Yasuoka, Principal of Higashichoufu Daisan Elementary School, Ms Janet Hansen, Australia, Ms Kim Yon Won and Ms Krittia Atthakorn, graduate students of Keio University, Thai Library Association, Korea Library Association, and to all the students who answered the questionnaire.

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57-DISADV-1-F

Bibliothèque et école au service des enfants et adolescents handicapés : une expérience originale de coopération.

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RESUME :

Le Quotidien de l'enfant hospitalisé à l'hôpital Raymond Poincaré est peu favorable à la découverte du livre. Le handicap moteur, les traitements, l'hospitalisation pour de longs séjours et le rythme journalier sont des difficultés qui modifient la démarche des bibliothécaires.

La bibliothèque-salle de lecture est un espace de vie conçu spécialement pour promouvoir le livre auprès des enfants et des adolescents. Dans notre temps de travail, nous privilégions particulièrement l'accueil hebdomadaire des classes de maternelle, primaire et secondaire et notre déplacement dans un service pour "une animation autour du livre" est fréquent. La lecture collective d'un album, la séance de conte en diapositives ou de théâtre japonais, l'écoute d'un livre cassette sont les étapes de la découverte de la lecture plaisir et la porte ouverte à l'imaginaire.

La collaboration entre bibliothécaires et enseignants est indispensable pour mener à bien des projets plus importants comme les ateliers créatifs à partir d'une histoire ou la venue à la bibliothèque de conteurs et artistes extérieurs. Ce travail d'équipe doit être une source d'enrichissement mutuel et de remise en question permanente.

HISTORIQUE DU PROJET

Cette bibliothèque qui paraît si récente a en fait une longue histoire, sa réalisation a mis sept ans à aboutir. Le contexte, il est vrai est particulier, l'hôpital Raymond Poincaré s'apparente plus à un centre de rééducation qu'à un hôpital traditionnel. Les spécialités les plus importantes sont la rééducation orthopédique et neurologique, la chirurgie orthopédique, la réanimation pour enfants et adultes. Il accueille souvent des hospitalisés pour de longs séjours, quelques mois en général, souvent des années. Ce sont environ 400 enfants qui parfois coupés de leur famille y sont soignés : polios d'Afrique du Nord et

d'Afrique noire (de moins en moins), accidentés de la route, myopathes, infirmes moteurs cérébraux... Une structure de l'Education Nationale comprenant une école maternelle, une école primaire et un lycée regroupant une cinquantaine d'enseignants spécialisés à la charge de scolariser ces enfants à l'hôpital.

En 1975, des bibliothécaires et des professeurs du lycée se sont inquiétés de cette situation à savoir qu'aucun espace non médicalisé n'existait pour eux. Ils pensaient que le livre pouvait être le point de départ de nombreuses activités d'éveil et une ouverture sur le monde, qu'il était urgent que ces enfants puissent se retrouver et bénéficier d'une salle de lecture gaie et fonctionnelle animée par du personnel compétent à l'image de toutes les bibliothèques enfantines de lecture publique. L'étape suivante a été de sensibiliser l'Assistance Publique à ce projet et de réunir des fonds pour la construction de la bibliothèque. Une association loi 1901 a été créée et existe toujours sous la forme d'une association des amis de la bibliothèque. Un bâtiment de 120 m² de plein pied a été réalisé par l'architecte Pierre Mougin et spécialement conçu pour l'accueil de lecteurs handicapés en fauteuil ou en chariot plat. L'espace est ouvert, sans poteaux ni cloisons, l'éclairage venant par le toit et les baies latérales est naturel, les portes d'accès sont automatiques, le mobilier adapté.

Pour faire fonctionner la bibliothèque, l'Assistance Publique a créé un poste de bibliothécaire et l'association a financé un poste à mi-temps qui depuis 1986 a été repris par l'Assistance Publique. Inaugurée en avril 1982, la bibliothèque a maintenant sept ans d'existence, son accès s'est élargi à l'ensemble de la communauté hospitalière : hospitalisés adultes, personnel soignant, administratif, technique et médical, élèves-infirmiers, stagiaires, retraités. Les activités y sont variées : six permanences par semaine, tournées de prêt dans les services, accueil des classes et des enfants, expositions et animations ponctuelles autour du livre. La bibliothèque fait partie du réseau des bibliothèques de lecture publique de l'Assistance Publique qui est animé par 21 bibliothécaires professionnelles présentes sur 19 hôpitaux et par la bibliothèque centrale des hôpitaux qui gère le budget de fonctionnement du réseau (935 000 FF en 1989) et coordonne ses activités. Cette dernière est un lieu d'échange et d'information indispensable aux bibliothécaires qui s'y retrouvent tous les mois pour un comité de lecture et une réunion de service.

I. LE QUOTIDIEN DE L'ENFANT HOSPITALISE PEU FAVORABLE AU LIVRE

Avant d'exposer notre travail auprès des enfants, il est nécessaire de préciser quel est le quotidien de l'enfant hospitalisé pour de longs séjours. Il se trouve dans un environnement où le livre est souvent absent et où la seule référence culturelle est la télévision. On imagine les difficultés qui font obstacle à la découverte du livre, elles se situent à des plans différents :

— le handicap moteur : un enfant appareillé ou tétraplégique a très peu d'autonomie, il peut difficilement venir seul à la bibliothèque, il n'a pas la possibilité de tenir un livre dans ses mains. Ces difficultés d'ordre purement techniques sont peut-être les plus faciles à régler : il faut un personnel plus nombreux pour l'accompagnement des enfants (un instituteur doit être accompagné de deux adultes pour amener sa classe à la bibliothèque) et un matériel d'aide à la lecture spécifique. Celui-ci est en pleine évolution et nous collaborons avec les ergothérapeutes de chaque service qui gèrent ces outils : chevalets de lecture, lunettes prismatiques, loupes, tourne-pages électriques... Par ailleurs, la bibliothèque vient d'acquérir avec l'aide de la Fondation de France deux tourne-pages électroniques Handisoft qui sont installés en permanence à la salle de lecture à l'usage des handicapés enfants et adultes. Grâce à une commande tactile très sensible, le lecteur sélectionne les opérations : tourner la page d'un livre, le feuilleter, revenir en arrière. Ce tourne-pages est particulièrement conçu pour les revues, les livres de tout format, les bandes dessinées.

— la maladie et son traitement : les enfants ont souvent des traitements lourds et reçoivent une médicamentation forte qui perturbe leur comportement (calmants, essai de nouveaux traitements), leur "fatigabilité" est importante. Certains ont des séquelles neurologiques dues à un traumatisme crânien : troubles du langage, du raisonnement et de la mémoire, difficulté de spacialisation. S'y ajoute l'angoisse plus ou moins exprimée de la maladie et de l'hospitalisation.

— l'hospitalisation de long séjour : elle est très variable mais elle peut durer plusieurs années. Heureusement de plus en plus se développe l'hôpital de jour et de semaine qui permet à l'enfant de rentrer chez lui régulièrement tout en suivant à l'hôpital sa rééducation et sa scolarité. En 1987, il existe 56 lits d'hôpital de jour pour 250 lits d'enfants. Mais deux catégories d'enfants subissent très fort les méfaits d'une hospitalisation longue : les enfants d'origine étrangère ou des DOM-TOM qui sont coupés de leur milieu familial et culturel pendant plusieurs mois, les enfants qui à cause d'un handicap lourd sont peu à peu abandonnés par leur famille et qui grandissent en milieu hospitalier. Ces derniers ont une demande affective très forte et assurent un transfert sur tout adulte qui s'occupe d'eux. Le microcosme de l'hôpital est leur seule représentation de la réalité, les sorties organisées à l'extérieur étant rares.

— le rythme journalier : non stop de 7 H à 20 H. La journée est morcelée entre les soins, la rééducation et la scolarité. L'enfant passe entre les mains d'une dizaine de personnes tous les jours : infirmiers, médecins, kinésithérapeutes, orthophonistes, ergothérapeutes, instituteurs, psychologues, éducateurs, qui ont chacun leur fonction et une activité particulière avec lui.

Ces conditions de vie ne créent pas un climat favorable à l'épanouissement affectif et psychologique de l'enfant. Elles entraînent plutôt une régression de l'acquis, une instabilité, quelquefois des troubles caractériels, souvent de grosses difficultés scolaires (échec de l'apprentissage de la lecture). La bibliothécaire comme l'enseignant doit tenir compte de ces paramètres qui modifient sa démarche et affine son ambition par rapport au livre.

Quel est l'enjeu du livre et de l'écrit pour ces enfants ? Comment la bibliothécaire va-t'elle s'y prendre ?

Nos seules références sont les expériences faites dans les sections jeunesse de lecture publique, elles ne conviennent pas vraiment à ce milieu.

Notre but est donc de trouver empiriquement les moyens de donner une place au livre dans la vie de ces enfants. Livre qui a un double enjeu pour eux : une chance supplémentaire d'insertion dans la vie sociale et une porte ouverte sur l'imaginaire.

II. LA BIBLIOTHEQUE : UN ESPACE CONÇU POUR LA DÉCOUVERTE DU LIVRE

Si les lecteurs ont tant de plaisir à venir à la bibliothèque et les bibliothécaires à y travailler c'est que l'espace a été pensé selon un objectif précis : créer un lieu chaleureux et lumineux suffisamment vaste, propice à la détente et à la découverte du livre (coin lecture avec fauteuils et chaîne stéréo pour écoute musicale). Ces caractéristiques sont les conditions premières pour plusieurs activités :

— l'accueil de classes et de groupes d'enfants (souvent de 10 en moyenne)

— l'organisation d'animations ponctuelles : conteurs, marionnettistes, musicien qui ont réuni plus de 50 personnes à la bibliothèque dans un climat de fête

— l'accrochage d'expositions prêtées par des bibliothèques voisines (BCP des Yvelines, Bibliothèque Centrale des Hôpitaux)

— une information continue à partir de thèmes, par exemple l'Europe de 1993 avec panneaux, dossiers, affiches, maquettes.

Un fonctionnement souple possible par l'existence de deux postes de bibliothécaires (aidées de cinq bénévoles) permet de privilégier au maximum la réception hebdomadaire des classes qui viennent soit le matin à guichet fermé soit l'après-midi lors de la permanence. La bibliothécaire se déplace souvent à la demande de certains instituteurs qui ont des enfants trop fragiles ou peu mobiles ou un local trop éloigné (un service de 50 lits est logé dans les locaux du lycée Toulouse Lautrec à 6 km de l'hôpital).

Il faut préciser ici l'organisation du système scolaire à l'hôpital. Les écoles maternelle et primaire regroupent environ 50 instituteurs spécialisés et psychologues scolaires ayant pour la plupart passé le Certificat d'Aptitude à l'enfance inadaptée après l'Ecole Normale, elles dépendent de la Ville de Paris mais ont chacune leur structure et leur autonomie, leur équipe est animée par un directeur. Le lycée a un statut différent, il est une antenne du lycée d'handicapés moteurs Toulouse Lautrec de l'Education Nationale situé à Vaucresson. L'enseignement est organisé par niveaux et par âge mais ils correspondent peu aux niveaux traditionnels. Il existe plusieurs classes d'adaptation, classes-ateliers et groupes d'enseignement personnalisé pour

la prise en charge des cas lourds (par exemple les jeunes de 12-15 ans qui ne peuvent pas entrer en 6e). Mais dans une même classe, peuvent se retrouver des enfants de services différents, des handicapés moteurs lourds et légers, des valides, ce qui crée une stimulation active entre eux.

Schématiquement on peut dégager dans notre travail quatre types d'expérience qui correspondent en fait à des étapes clés du développement de l'enfant et de sa scolarité. A chacune de ces étapes, la bibliothécaire privilégie un objectif par rapport au livre :

— 3-5 ans (maternelle) : faire découvrir l'objet livre et le lieu bibliothèque.

— 6-8 ans (phase d'apprentissage lecture, écriture) : susciter la demande d'histoires et développer l'imaginaire.

— 7-14 ans (maîtrise lecture) : déclencher la lecture plaisir.

— 12-16 ans (lycée) : rendre autonome par rapport au fonds de livres.

1. l'âge de la maternelle

Venir à la bibliothèque correspond à une double découverte : celle d'un espace nouveau qui n'est ni la chambre d'hôpital ni la salle de classe, celle d'un objet, le livre qui est là pour eux. Même si l'enfant est très handicapé (en fauteuil ou ne parlant pas), il a un grand désir de liberté par rapport au livre, il veut le choisir seul, le prendre, le toucher puis le faire raconter par un adulte avec qui il aura une relation personnelle privilégiée.

Quand cette découverte est intégrée, on peut raconter une histoire à l'ensemble du groupe. Nous nous sommes aperçues que le support visuel était très important. Leur vocabulaire étant limité, l'histoire passe par l'image. On suscite leur imagination d'abord par l'image, ensuite par les mots. Les contes en diapositives ont un grand succès et sont souvent utilisés. Notre best-seller est le conte de Noël : *Doudou Blanc* dessiné par Michel Gay (Editeur Fontanille) raconté des dizaines de fois.

2. Le primaire :

L'enfant en primaire fait la distinction entre l'école et la bibliothèque : la première est le lieu de l'apprentissage, la deuxième celle d'une activité d'éveil régulière où il a la possibilité de s'exprimer par le choix d'un livre ou d'une cassette, et où il a une grande liberté : il peut revenir seul ou avec un camarade, sans sa maîtresse.

Il nous arrive de nous déplacer dans les classes avec un panier de livres, les enfants nous attendent avec impatience et réclament notre visite (rythme hebdomadaire ou bimensuel). C'est un moment de détente et d'écoute. La situation est plus intime qu'à la bibliothèque et le but plus précis, nous venons exprès leur raconter une histoire, c'est comme une récompense. Si l'histoire a plu, les enfants prennent un véritable plaisir à la relire pendant la semaine, seul ou à plusieurs, sans l'intervention de l'enseignant.

Pour les enfants qui sont en période d'apprentissage, nous essayons de provoquer la demande d'histoires (une motivation supplémentaire pour apprendre à lire) de faire découvrir l'aspect ludique et magique du livre. Lire une histoire, c'est s'évader des murs de l'hôpital, c'est se mettre en situation de connaître autre chose.

Pour réussir cette opération, il faut tenir compte de deux impératifs :

- le choix des albums et des textes doit répondre à leurs désirs, à leurs centres d'intérêt : les livres humoristiques, qui font peur (histoires de sorcières, de magiciens), qui mettent en scène des enfants en situation de héros auxquels ils peuvent s'identifier (une fillette de 6 ans paraplégique était fascinée par un album de M. Gay : *Lapin Express*. Elle s'identifiait au lapin agile qui fonçait en patins à roulettes dans les rues de la ville. Cela représentait tout ce qu'elle ne pouvait pas faire).
- l'importance du langage : ils comprennent le langage concret mais ont beaucoup de problèmes à saisir les concepts abstraits, le double sens des mots, les notions de temps et de durée. Sur ce point il y a parfois divergence entre bibliothécaires et enseignants. Nous ne voulons pas simplifier une histoire sous le prétexte que l'enfant ne la comprendra pas. Supprimer des mots dits difficiles peut enlever la magie ou la poésie d'un texte, il vaut mieux les expliquer. C'est à l'adulte de capter l'intérêt de l'enfant et de l'aider à comprendre les mécanismes et la signification de l'histoire. L'enseignant a parfois une démarche trop réductrice il veut mettre l'enfant en situation de tout comprendre quitte à simplifier à l'extrême une histoire et lui enlever tout son sel.

Ces réflexions soulèvent un problème majeur : celui de l'adaptation de la littérature jeunesse actuelle à des enfants ayant des troubles ou un retard de langage. Nous sommes confrontés à ce problème quotidiennement avec les instituteurs et les parents : que proposer à un jeune de 14 ans qui maîtrise tant bien que mal le déchiffrage et qui a de grosses difficultés de compréhension : les albums ne correspondent plus à leurs centres d'intérêt et les romans pour adolescents sont trop difficiles.

Pour pallier ce manque, nous avons multiplié les possibilités d'approche du livre en constituant un fonds de K7 et de livres-K7 (contes et romans). C'est un grand plaisir de venir écouter une K7 à la bibliothèque (chaîne Hifi avec deux casques d'écoute) et de l'emporter ensuite dans sa chambre. L'écoute comme l'image est complémentaire du livre. Ce fonds est encore insuffisant car le choix proposé par les éditeurs est très limité. Les livres-jeux et le théâtre japonais (Kamishibai, Gallimard) ont fait l'objet d'expériences très intéressantes. Les enfants désirent être le lecteur de l'histoire et passer les illustrations aux spectateurs, ils sont entièrement actifs et se dispensent de l'intermédiaire de l'adulte, pour eux c'est très valorisant.

Nous cherchons d'abord à déclencher la lecture plaisir et nous nous opposons à une exploitation pédagogique systématique de l'activité bibliothèque car il faut que le livre garde suffisamment son attrait, ce qui n'empêche pas de mettre sur pied avec l'enseignant un projet plus élaboré autour du livre.

3. le secondaire :

Les classes du secondaire ont un très petit nombre d'élèves allant de un à six. Elles viennent de façon irrégulière à la bibliothèque pour des raisons diverses : les jeunes peuvent y aller seuls facilement et les professeurs ont des horaires et des programmes chargés. Toutefois quand le professeur emmène sa classe, il a toujours un objectif pédagogique précis. Voici deux exemples qui illustrent chacun une démarche différente :

— le professeur de français (classes de 3e et 4e) leur fait choisir un roman d'auteur francophone de préférence, en vue de la rédaction d'une fiche de lecture. Ce choix se fait avec l'aide des bibliothécaires qui présentent un certain nombre d'auteurs ou de titres, c'est l'occasion d'un échange sur ce qu'ils ont déjà lu ou appris.

— le professeur de 6e (français, histoire et géographie) nous a demandé d'initier ses élèves à la recherche d'informations dans un fonds documentaire. Chaque enfant devait confectionner un petit dossier sur le métier qu'il désirait faire plus tard. Cela leur a permis de découvrir le fonctionnement des fichiers auteurs — matières, des encyclopédies et des dictionnaires, des revues pour les jeunes. Cette recherche animée par la bibliothécaire et l'enseignant s'est faite sur plusieurs séances car les enfants progressaient à des rythmes différents, certains ayant de gros problèmes de logique et d'attention.

III. BIBLIOTHECAIRES ET ENSEIGNANTS : COLLABORATION ET ADAPTATION

Ce sont les deux facteurs de réussite dans toutes les activités entreprises ensemble. En début d'année scolaire, nous faisons une démarche particulière auprès des nouveaux enseignants, les invitant à faire connaissance avec la bibliothèque. Nous tenons beaucoup à réserver un temps de dialogue avec chaque enseignant en dehors de sa classe pour connaître ses désirs, expliquer les ressources de la bibliothèque, lui faire découvrir la littérature enfantine (ils connaissent bien les classiques mais peu l'édition contemporaine), définir avec lui une activité bibliothèque compatible avec le niveau de ses élèves et avec ses horaires.

Avec certains enseignants qui le souhaitent nous réalisons des projets plus importants, l'histoire racontée étant le point de départ de tout un travail de création de langage, d'expression corporelle ou artistique.

— nous avions raconté un conte en diapositives : *Umberto, Umberto* d'Y. Nioré (Fontanille) qui relate les aventures de Mr et Mme Ploumère en voyage à Venise où ils se font dévaliser par un gondolier à la voix d'or, Umberto. Cette histoire drôle et riche en rebondissements a été réécrite par les enfants de CE1 qui l'avaient écoutée. Chaque séquence a été dessinée par un enfant avec l'aide du professeur de dessin sur du papier Canson de couleur. Le tout a été relié

en un grand livre qui a été exposé à la bibliothèque et à la kermesse des écoles à la fin de l'année.

— dans une classe de CM, le livre de Pef et Bichonnier *Le Roi des bons* a servi d'inspiration à l'élaboration d'une petite pièce de théâtre. J'ai été à l'origine de la première étape, le choix du livre et sa lecture lors de ma visite hebdomadaire. Le but de cette opération était surtout de donner à chaque enfant selon son handicap la possibilité d'être créateur, de développer par le jeu l'expression orale ou gestuelle, ce qui n'était pas évident pour des enfants en fauteuil ou ayant des problèmes de coordination de mouvements. Pour les faire progresser, chaque scène était filmée au camescope et leur était montrée à la fin de chaque séance. En fin d'année scolaire, la classe a donné deux représentations : l'une à la bibliothèque, l'autre à la salle des spectacles, tous les enfants et les instituteurs étaient invités.

Il faut bien se rendre compte que ces deux réalisations sont le résultat de plusieurs mois de travail pour les enfants et les instituteurs mais elles montrent l'intérêt de monter un projet en plusieurs étapes avec des partenaires différents. Elles m'ont révélé que créer c'est valorisant surtout à l'hôpital. L'enfant a la preuve ainsi qu'il peut réussir quelque chose.

La bibliothèque prend aussi l'initiative d'organiser ponctuellement des animations :

- En octobre 1988, nous avons fait venir la Compagnie Théâtrale des 7 lieues qui a mis en scène l'album de Binette Schroeder *Fleur de Lupin*. Tous les enfants scolarisés ont assisté à la représentation à la salle des spectacles, ils ont pu parler avec les acteurs qui leur ont montré les mécanismes des décors et leurs costumes.
- La deuxième étape a été la découverte de l'album que nous avions donné à chaque classe : les enfants ont pu le comparer à la pièce (illustrations, variantes dans l'histoire) et l'impact du spectacle et de l'histoire a été grand dans leur imaginaire.
- L'année dernière c'est un musicien, P. Desmas, qui est venu présenter ses instruments de musique : viole, guimbarde, banjo, cithare... et chanter à la bibliothèque. Cela a été pour beaucoup l'occasion de voir pour la première fois ces instruments, d'écouter leur son, et même de les essayer.

Ces animations d'un jour sont toujours préparées avec les enseignants et sont l'occasion de sortir de notre fonds tous les livres qui s'y rapportent. Elles rythment la vie des enfants à l'hôpital et sont pour eux des moments privilégiés où ils oublient leur hospitalisation. Seulement, financièrement elles coûtent cher et nous ne pouvons pas en organiser plus d'une ou deux par an car la bibliothèque n'a pas de budget particulier pour l'animation.

La collaboration avec les enseignants ne va pas sans difficultés : le renouvellement fréquent d'une partie de l'équipe nous oblige chaque année à apprivoiser et à convaincre les nouveaux arrivants qui souvent n'ont jamais travaillé en milieu hospitalier.

Il y a aussi "un mal vécu" de l'enseignant qui a du mal à faire sa place dans le service et dont le travail n'est pas toujours reconnu à sa juste valeur, le médical prime sur l'éducatif et il est fréquent de venir chercher un enfant pour un examen ou une rééducation pendant les heures de classe, l'enseignant a rarement son effectif complet. S'ajoutent les difficultés de communication entre deux administrations dont la relation est fixée par une convention très ancienne et dépassée, les locaux scolaires vétustes et dispersés en sont l'illustration.

Cette coopération avec les enseignants est formatrice pour les bibliothécaires car ils nous informent sur le handicap et les possibilités de progrès de chaque enfant. Mais nous aimerions aller plus loin, participer au travail d'équipe du service et collaborer au projet thérapeutique et de réinsertion sociale des enfants et adolescents.

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59-DISADV-3-F

Télévision et visiophonie : moyens de communication et agents thérapeutiques : l'expérience de TROUSSEAU, hôpital pour enfants malades, à Paris.

Jean-Pierre SEGUIN, *Président de l'Association des Amis de l'Hôpital Trousseau, Paris, France*

RESUME :

Rompre l'isolement des enfants malades atteints d'affections graves, leur permettre de communiquer entre eux et de bénéficier des mêmes programmes récréatifs et éducatifs que les autres enfants, telle était la volonté de l'équipe de l'hôpital TROUSSEAU qui a mis en place avec des partenaires industriels et financiers, un circuit de communication interne associé à un terminal visiophonique.

Dès 1985, le réseau est en place. Dans quelques chambres isolées du service des grands brûlés, des visiophones équipés de caméras et combinés téléphoniques permettent à des enfants de dialoguer d'une chambre à l'autre.

Un service de télé-enseignement, fonctionnant aux heures scolaires, offre aux enfants la possibilité de suivre leur scolarité.

Aujourd'hui, cette expérience qui a mobilisé de nombreux partenaires à sa conception, est en péril faute d'un suivi permanent des différentes opérations et d'une constante adaptation au système hospitalier. Puissent les échanges de l'IFLA relancer cette expérience unique à l'heure actuelle qui permet à des enfants malades de ne plus être ***"coupés du monde"***.

En 1981, des chefs de service de l'hôpital Trousseau ont attiré l'attention de l'administration sur l'intérêt qu'il y aurait à mettre en place un système de télédistribution dans les services, à l'intention des enfants en cours de traitement.

Progressivement, au cours de la période de réflexion préalable sur la manière dont il convenait de programmer cette action, l'on en vint à concevoir qu'il importait d'implanter dans l'établissement des câbles permettant à la fois une diffusion des émissions des chaînes de télévision, et d'un choix de films particulièrement adaptés aux besoins des enfants, que l'on trouverait sur le marché, ou que l'on se procurerait grâce à des prêts, ou, enfin qui pourraient être conçus et réalisés dans l'hôpital lui-même.

D'autre part, et afin de répondre aux besoins spécifiques des enfants qui, pour des raisons d'incapacité physique ou de traitement médical se trouvaient en état d'isolement, l'initiative fût prise de tenter aussi l'expérience de la mise en place d'un système de visiophonie. Ce système avait pour objectifs de permettre à ces enfants non seulement de bénéficier de la télédistribution mais aussi de participer de façon interactive par l'image et par le son, à l'enseignement donné par les instituteurs en service dans l'hôpital et de communiquer entre eux de chambre à chambre, ainsi qu'avec les personnels soignants.

Il se trouve que la **D.G.T.** (Délégation Générale à la Télécommunication) s'intéressa tout particulièrement au projet de visiophonie alors très nouveau et proposa à l'administration de l'hôpital d'assumer la responsabilité de sa conception et de sa mise en place, et même de prendre en charge une partie considérable du coût de l'opération. D'autre part **des institutions** comme "la Fondation de France", "La Caisse d'Epargne de Paris", "La Caisse des Dépôts et Consignations", et **des instances publiques** : "Direction du livre du Ministère de la Culture", "la Ville de Paris," etc... s'associèrent à un financement auquel contribuèrent aussi de nombreux donateurs, à titre individuel.

L'administration, éprouvant des difficultés à gérer elle-même directement les apports financiers aussi divers et aussi importants qu'ils soient (plus de 500.000 F du total), une association des Amis de l'Hôpital Trousseau fut fondée pour recevoir les fonds, participer aux actions entreprises et en assurer la responsabilité vis-à-vis des donateurs, conjointement avec l'administration.

Une convention passée entre les deux partenaires le 20 Mars

1987 devait préciser les modalités de leur collaboration, les installations et les matériels mis en place devant, en fin de compte, devenir la propriété de l'hôpital.

On se doute bien qu'une initiative de cette ampleur pour ce qui est de la visiophonie, en particulier, demanda beaucoup de temps pour sa réalisation. L'ensemble du système ne fut inauguré que le 19 Mars 1985, et, si la télédistribution fut rapidement opérationnelle, la visiophonie resta longtemps au stade expérimental où elle demeure encore pour plusieurs de ses fonctions.

Cependant, et quels que soient les dysfonctionnements, parfois graves et irritants, le système instauré a déjà satisfait à une part non négligeable de l'objectif initial. Grâce à lui, les petits malades ont bénéficié dans les conditions d'hospitalisation qui sont les leurs, de la politique d'"humanisation" de l'hôpital : que leur séjour de plus en plus bref, leur apparaît moins coupé de leur vie quotidienne car enseignants, éducateurs et bénévoles de l'hôpital qui assument la responsabilité des choix faits à leur intention parmi les productions des diverses chaînes, leur procurent l'occasion de prendre goût à des émissions d'une qualité supérieure à celle des films ou des séries qu'ils avaient l'habitude de regarder à la maison sans discernement et de façon passive.

D'autre part, le fond de films qui a été progressivement constitué à leur intention par le truchement d'achats, de prêts, d'enregistrements et parfois de créations locales, auxquels ils participent, leur permet d'accéder à des émissions qui sont à la fois divertissantes et éducatives, dont l'expérience a montré qu'elles sont fort bien reçues.

Enfin, les instituteurs spécialisés en poste dans l'hôpital ont retiré le plus grand profit de l'opération : "leur enseignement, épaulé par l'image, est devenu plus vivant" ; il est désormais accessible à tous les enfants non seulement à ceux qui peuvent être présents physiquement dans la classe, mais également aux enfants "isolés" qui peuvent y participer, grâce aux appareils interactifs installés dans leurs chambres.

De ce fait, l'hôpital Trousseau est devenu, pour l'Education Nationale, mais aussi notamment pour le CNRS, un laboratoire d'expériences dont les résultats commencent à avoir une valeur d'exemple.

Cela est vrai aussi pour l'ensemble des établissements hospitaliers et en particulier pour ceux destinés aux enfants et aux personnes âgées, qui font des séjours de "longue durée". Désormais il est notamment certain qu'aucune construction nouvelle ne saurait être envisagée sans qu'il y soit programmé des équipements dont l'hôpital Trousseau aurait été le premier à démontrer l'intérêt, voire la nécessité.

En effet de nos jours, la communication n'est plus seulement un élément de confort, elle fait partie de la thérapeutique.

Il reste beaucoup d'obstacles s'opposant à ce qu'à Trousseau, et dans l'ensemble du milieu hospitalier, la télédistribution "passive" et surtout interactive donnent aujourd'hui tous les résultats escomptés en matière de communication.

Les solutions techniques apportées ne sont pas encore assez fiables, ni durables, ni surtout appropriées aux conditions particulières de leur application en milieu hospitalier : un personnel souvent débordé par d'autres tâches, des individus handicapés par la maladie ou par des infirmités temporaires ou durables, et notamment les enfants et les personnes âgées utilisant mal ou trop peu des appareils sophistiqués et fragiles actuellement en service.

Un gros travail d'adaptation reste à fournir, dont le succès dépend d'abord d'une collaboration plus étroite et plus permanente entre l'administration, les ingénieurs, les techniciens, les médecins, les personnels soignants, les éducateurs, des bénévoles éventuels... et les malades.

"Inmates Adopt-A-Scholar" : A Case Study in New York State Prison Library Programming to Develop Critical Thinking Skills

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ABSTRACT

In prisons, attention must be given to supplying basic inmate survival needs before focusing upon inmate library service. Even when competing needs and scarce budget factors can be overcome, the majority of inmates, who are from deprived backgrounds, often are not familiar with library usage. Under this set of constraints, prison libraries must reach out to explain their mission. This Case Study describes a method for approaching inmates through library programs : introducing library services to the uninitiated. "Adopt-A-Scholar" brought together inmates and scholar in a programmed series of live talk/discussions that successfully bridged diverse inmate ability and interest levels in a comprehensive learning experience.

It may seem strange, if not absurd, to ask this distinguished group of international librarians the following questions :

What are libraries for ?
What do they do ?
Why should a person use them ?

When these same questions are posed in the more formal language of inquiry, those of us questioned resort to various library mission statements, the latest trend analysis, user surveys, a search of the literature for prolific library school professors, descriptions of operations and management, models of diverse types of libraries, statistical comparisons developed from cost centers, public relations material, as well as a host of other resources known and dear to us all.

But if you are a typical prisoner who has never become familiar with libraries, or the average New York State inmate who has difficulty articulating good informational questions, the role of the library is probably never given any thought. For young urban blacks and Hispanics, who make up approximately 82 % of the state prison population[1], the library remains an unused place since they have not generally pursued education nor been successful in their past limited educational efforts. Tests of prisoners indicate that they read at an average of fifth grade school level, which is an additional problem.

For these prisoners, a library remains foreign territory : a place perhaps to be avoided, certainly to be distrusted.

Because of this pervasive attitude, it is not enough to obtain adequate library books and budgets, which in itself is always difficult. Additional measures must be undertaken to ensure that inmates understand how to use the library, so that it has a value to them. Prisoners must be educated and a need must be created. Only then can the prison library fulfill its mission to provide "something" for everyone.

Achievement of this mission has been helped most by sponsoring speakers and programs designed to promote interest in the library. In previous writings[2], I have described a variety of programming efforts scheduled for our libraries and the heavy emphasis placed upon them as a device to overcome resistance to the unfamiliar place. By focusing upon cultural/ethnic themes that are familiar to many prisoners, library programs can signal the message of the library. This, in turn, is reinforced by combining these programs with book lists and coordinated materials to point out to prisonners the wide range of useful purposes that the library can serve.

The most substantial and successful type of program undertaken so far was entitled, "Inmates Adopt-A-Scholar to Explore Third World Family Experiences Analyzed through History, Literature, and Film".

It was developed from a grant awarded by a private philanthropy, *The New York Council For The Humanities*. The philanthropy had been contacted when I was looking for a way to expand library programming and there was not enough funds within the department's allocations or from a public grant. The Council had never before been approached on behalf of a prison population and was supportive of a grant application if a way could be found to incorporate the humani-

ties in a learning experience for inmates. It was explained that prisoners generally were not aware of the opportunities for expanding knowledge inherent to library usage. And, no matter what philosophy one proclaims about the correct purpose of incarceration : punishment ; retribution ; public safety ; rehabilitation or any combination of these terms, there *is* agreement that programming is a good management tool and idleness within the prison is to be avoided.

Even in America, with the longest sentences in the civilized world, most prisoners are finally released back into society. Although the debate continues about the ability of affect lasting change, it is logical to offer learning opportunities in the hope that post release behavior will reflect a better educational and vocational orientation gained during time served.

The original grant idea was developed to provide inmates with a library experience, acquainting them through a series of live talks and discussions held within the facility library, by accomplished black scholars who could inspire the inmate audience, first, by their very presence as positive role models[3].

The opportunity for interactions between the scholar and inmates could reinforce this positive image, since each scholar returned to the same audience at the same site for a series of four lectures. Five scholars were involved at five selected maximum security prisons. They were each affiliated with either a college or university in New York State as professors and/or Chairpersons of departments such as African Studies, black History, or the black-Hispanic Department.

The topics were chosen carefully to appeal to inmates, giving them an opportunity to share the commonality of problems in family life, while at the same time, gaining insights by reading about similar situations. Programmed this way, inmates were able to learn to look at others' experiences portrayed in history and literature and apply them to their lives. The scholar could then direct the inmates' concern for family and builds upon this theme through meaningful discussions supplemented with the required readings.

Small group discussions, led by a black studies group of inmates in one facility, broadened the scope of inquiry and the thinking process as they tried to "win" recognition from the scholar by asking difficult questions.

The repeated visits reinforced this learning, in a sense, proving that this was not a single event soon to be forgotten. Rather, it was a genuine commitment to the prisoners. Portrayed this way, it maximized opportunities to reach long term inmates in the larger maximum and medium security level prisons.

Two librarians on my staff generated a new black bibliography, a current purchasing guide and compiled an annotated list of Afro-American holdings from the various prisons. This centralized activity provided the individual facility librarians with comprehensive resources to draw upon for the project.

The sessions were videotaped, utilizing inmate technicians who tried unsuccessfully to control for noise factors common to prison life, such as the automatic loud speaker system and interruptions when prison guards had to count prisoners. Additionally, each prisoner videotaped had to agree to sign a consent form to be videoed.

The grant also provided editing of the videos and creation of Study Guides for each series. Each Study Guide contained instructions for usage, a summary of each lecture, a series of questions to be answered in relation to the material, a bibliography, map of Africa and a simple explanation of the Dewey Decimal Classification System.

The Study Guides made it possible for some inmates to approach learning in their own way, a method sometimes referred to as "self discovery". In addition, the period between lectures allowed prisoners' time to reflect upon the material, and develop good questions to enhance the dialogue with the scholar upon his return visits. Critical thinking skills were nurtured in the process of repeated exposure. Thus, the programs were utilized as a vehicle to usher non-users into the library, as well as appeal to the regular patrons, all of whom could draw upon family issues for discussion.

A variety of readings was chosen by the scholars as a way of not only responding to the interests of the inmate population, but also as an independent study tool to aid in critical thinking.

Titles of the lectures, themselves, may best illustrate this concept. One series focused upon :

- the Significance of Africa in the History of the World ;
- Africa and Europe in the making of American Society ;
- the black Family in Slavery and Freedom ; and
- the Civil Rights Movement.

Selections from the bibliography included titles such as : *African Background Outlined* ; *World's Great Men of Color* ; *Slave Religion* ; *White Over Black* ; *Colonists in Bondage* ; *the black Family in Slavery And Freedom* ; *The Black Muslims in America* ; *Simple Justice* ; and a video Public Broadcasting System series called "Eyes on the Prize".

Another series of lectures with the general topic of "A Luta Continua" traced the history of African-Americans in the United States from :

- 1500-1787 : The newfound El Dorado in the West,
- 1787-1877 : Am I not a Man and a Brother,
- 1877-1945 : Any place is better than here,
- 1945-present : Where do we go from here.

Coordinated with the lectures was a bibliography with titles such as : *Black Cargoes : A History of the Atlantic Slave Trade 1518-1865* ; *The Lost Cities of Africa* ; *Long Memory, The Black Experience in America* ; *The Emancipation Proclamation* ; *The Sable Arm : Black Troops in the Union Army 1861-1865* ; *Reconstruction : America's Unfinished Revolution 1863-1877*, *The Strange Career of Jim Crow* ; *Bloods : An Oral History of the Vietnam War by black Veterans and Report of the National Advisory Commission of Civil Disorders*.

Yet another series focused upon black history seen through the eyes of black leaders. This bibliography included films that were shown to the inmates :

- "Black History, Lost, Stolen or Strayed" ;
- "Marcus Garvey : Toward Black Nationhood" ;
- "Malcolm X (EL-Hajjmalik El-Shabazz)" ; and
- "Dr. Martin Luther King, Jr. An Amazing Grace".

Another scholar featured books of fiction and non-fiction to explore the facets of the black experience in the United States. Black authors were selected such as :

Toni Morrison's *Beloved* ; John Oliver Killens' *Youngblood* ; Anne Moody's *Coming of Age in Mississippi* ; and John Langston Gwaltney's *Drylongso*.

The final set of scholarly discussions took place at a female facility where topics were structured around black women in literature. Titles included *Lady Sings the Blues*, about singer Billie Holiday, and *The Heart of a Woman*.

The preparations for the programs were directed by the Central Office unit of the Library Division where I function as the Supervising Librarian, setting policy and coordinating the Statewide prison libraries. At first, an orientation was given to each selected librarian and librarian supervisor from each of the five prisons. Responsibilities, including ideas and methods to publicize the programs, were assigned to the individually chosen librarians and staff. In turn, the Central Office unit provided the previously mentioned black bibliography with purchasing information, and reading lists devised to supplement the lectures, as well as information about possible community resources for loans of appropriate library materials.

The grant funded the travel expenses for each scholar, paid his lecture fee, and provided funds for a part time person whose duty it was to make travel arrangements and acquaint each scholar with prison realities, such as the difficult time schedules that depend upon the individual facility's timing for its "program" day.

Despite these constraints, every one of the five series of lectures and discussions was received positively by the audience of inmates, who returned time after time to listen and join in the lively discussions that followed. Much additional reading was noted by the prison librarians ; attendance figures rose and previous non-users were introduced to the mysteries of the library.

In some prisons, depending upon the level of security necessary, the library hosted a small reception at the time of the final scholar's visit, complete with refreshments such as coffee and cookies. The scholar was also presented with a bronze plaque inscribed to commemorate the occasion. In other places, prison librarians from the region, invited community library leaders, executives from the prison as well as Central Office Library Staff were honored at a lunch or dinner in a local restaurant after attending the Scholar's final lecture. It was an occasion to solidify good public relations and an understanding of the library role within prison education efforts. It also provided other prison librarians with an example to emulate for their future programming events.

But perhaps the most important element was the bonding that took place as inmates began to "adopt" their scholar. At

the conclusion of the last session at each prison, inmates indicated their comments about the program on evaluation forms prepared specifically for this purpose. The responses indicated that they enjoyed the topics covered and found the scholar interesting. Many commented that what was liked the "best" was the scholar and the informative nature of the programs. Suggestions were added that asked for longer sessions, more sessions and more opportunities for discussion. Inmates liked "the very well prepared presentations" saying that "information was so important" and the continuity of the theme of the lecture from one to the next" gave them "good insight about their black heritage", "areas of black history that they would not otherwise be exposed to". The problem they wrote about was "not enough time" for the talks to continue.

Successful achievements of the program were noted by an independent evaluator, hired by the *New York Council For The Humanities*, who said : "... (it was) a perfect "blend of scholarliness and responsiveness to the audience" ; "the men were at the edge of their seats and their questions were incisive and intelligent" ; "It was an inspiring experience" ; "it epitomized the role of the humanities in the community, bringing information to a community of people who desperately need it and whose response was - as the Scholar put it - better than that of his students at Brooklyn College" ; "for Scholar and audience alike, it was an important project."

The project did much to stimulate audience involvement. The evaluator noted that this kind of "far reaching program meant that the inmates' lack of freedom in their daily lives as a result of their incarceration does not have to mean the end of intellectual freedom and the growth - and positive application - of their minds".

"Adopt-A-Scholar" took place for approximately three months in the Spring of 1988. The planning, of course took, at least one year, and involved many people. The grant award was in the amount of 14,000.00. Hopes that the Department of Corrections' annual budget could continue the program did not materialize.

However, "Adopt-A-Scholar" has made inroads, and in some measure lives on. For example, one year later, the inmates at Green Haven prison requested the facility librarian to try to contact "their" scholar for a return visit, to speak in honor of black History month celebrated each year in the prison libraries. The scholar accepted and returned to speak with the inmates although no fee was possible.

And at the Groveland prison, the Inmate Liaison Committee joined with the inmate Afro-American Association to provide the fee and traveling expenses for "their" scholar to return for a guest lecture. The librarian has kept in touch with this scholar who is now on sabbatical in France for a year of research.

At this writing, efforts for additional series of "Adopt-A-Scholar" continue. The programs are not forgotten by many inmates who had never spoken to a scholar before and may not even have known what impact a scholar and a library could have upon on his or her life.

NOTES

1. *New York State Ethnic Distribution of Inmates Under Custody*, internal memorandum, April 3, 1989.
2. Myra Albert, "A Rational for Library Services in Today's Prisons" (reproduction of Keynote Speech, IFLA 1987, Great Britain : Prison Libraries Group Library Association, *Newsletter*, Spring, 1988), pp. 33-39. Myra Albert, "Redirecting Library Services for Correctional Prisons," *The Book Mark*, (Albany, N.Y. : Winter 1986), pp. 21-25. Myra Albert, "Being a Prison Librarian," Citizens' Library Council of New York State, *CLIC Quarterly*, Vol. 3, No. 2, (Albany, N.Y. : June, 1984), pp. 17-23.
3. The statewide prison population was 49.3 % black. This percentage was obtained from the *New York State Ethnic Distribution of Inmates Under Custody*, an internal memorandum, April 3, 1989.

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When the Children's Library Meets the Museum...

by Annie Pissard

"Cite des Sciences et de l'Industrie"

Translated from the French
by G. Petain
University of Toronto, Canada

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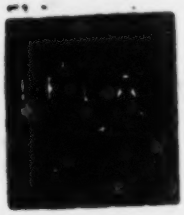

Division: Libraries Serving the General Public

Section/RT: Children's

When the Children's Library Meets the Museum

Abstract

One of the fastest expanding area in children's librarianship in the last ten years in France (where it is a new idea) has been the integration of children's libraries in Museums, for example in an Art and History Museum like Orsay, or in a scientific one like the Musée d'Histoire Naturelle in La Rochelle, or the Cité des Sciences et de l'Industrie in Paris.

These attempts in various settings have met with a certain amount of success, and they are a witness to a common will to make children's libraries more accessible to the public.

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Text

If one tries to summarize the developments in children's libraries in France in the last ten years, what is most noticeable are the attempts to integrate them in new settings, for example in Museums. This paper describes these attempts, from the children's library at the Centre Pompidou, to the Mediathèque at the Cité des Sciences et de l'Industrie in La Villette.

Children's libraries in France, although few in number and with limited means, run quite well where they exist. Profitable exchanges take place between books, children and librarians.

In this context appeared the idea to establish children's collections in locations that are used more and more by educators and families alike: Museums.

To integrate literature, art and scientific exploration is a seductive idea. The successful social interaction found in children's libraries can be brought into a collaboration with the Museum's educational services. Librarians exchange their skills for a new public and perhaps a tighter management.

The first attempt at integration was in Paris at the Centre Pompidou. The children's library was added on later to the general plan; it's collection was not specialized in relation to the Centre and it remained an aside. The library stayed independent; it is not integrated with respect to either BPI nor the Centre Pompidou. Its character has changed. From a

neighbourhood library it has become a current awareness display of children's materials directed at adults.

Another attempt was made at the Musée d'Histoire Naturelle in La Rochelle. Its librarian, Josette Père, in charge of a beautiful Museum with creaking hardwood floors, opened a children's reading room. They moved in close to the specialized public without any problems Educators and scientists became interested. It works: children come and go between the Museum and the library. The Museums in Toulouse and Nantes followed the lead. It was also at this time in France that serious enquiries regarding the interest of children in science outside of the school curriculum began, science entered the realm of leisure.

Some time later, in Ballancourt, small town of 20,000 inhabitants south of Paris, the librarian realized the great overlap between the children and the adult collections. She merged both of them, and today children and adults use a common collection which poses no limitations on children's curiosity while adults dare use books designed for beginners.

In 1986, a Museum was created out of the old Orsay Station by the Seine. It contains works dating back from the end of the 19th century to the beginning of the 20th. The Museum had an educational service, and would have liked to include a library but only 40 square metres were left. The group "Joie par les livres" was put in charge of the project. La Petite Bibliothèque d'Orsay contains a 1000 books collection related to the years covered by the Museum (1848-1318). Paris, Orsay, the arts

including photography, and ballet are included as well as children's classics from the period. Its design is all in wood, with one very large low table. Close by are an A.V. room and a drawing workshop located in the 700 square metres allocated to the young public. A pretty achievement, but when the Museum opened there was not enough money to hire a librarian.

The library is presently managed by a team of consultants. During the 87-88 school year, Joie par les livres organized many activities: Robert Doisneau guided children through the old photographs collection. The illustrator Jean-Louis Besson lead a great game around the inventions from the beginning of the century. The library does not lend books.

This experiment is similar to an older one at the Art Institute of Chicago (Little Library). But the two libraries share the common problem, while they innovate in the area of art education, they have not found their user group yet. Located downtown in an upscale neighbourhood, they are lacking in ... children. Can a children library survive without the all-important neighbourhood children?

The children's place at the Mediathèque was considered from the earliest planning stages of the Cité des Sciences in La Villette. At the Cite des Sciences, children have a lot of room. They have their own Museum, the Inventorium, pedagogical services for school children, exhibitions, workshops, and shows at the Planetarium.

For three years, the Mediathèque found its way guided by the

examples of the Chicago (yet again!) Museum of Science and Industry, of the La Rochelle Museum as well as by the new ideas put forward by an innovative French pedagogical movement, l'Ecole Freinet.

It is at Joie par les livres that the study on science and children's books is born. The result is one the first French multi-media children's library. It is to be specialized and integrated like the Mediathèque is to the Museum which refuses to take its name. A lot of thought was given to the contents of the collection. The numbers for 1989 are: 25,000 volumes, 700 films, 150 software, and 150 games. Difficulties arose when it was time to hire a sufficient number of librarians.

The basic titles chosen for the Mediathèque were reviewed and criticized by specialists, educators, and also, new phenomenon in France, by scientists. More often than not, their points of view converged, but many items containing mistakes were eliminated. In fact, in order to build the collection, a thorough re-evaluation of children's book publishing took place. What elements of children's publishing can be transposed in the Cité des Sciences? Instead of choosing scientific books according to a narrow definition of science, documents where children can find information as well as a scientific form of questioning, including picture books, were acquired.

In the collection chosen for the Cité des Sciences, talking animals, trucks, shapes and colours, and inquisitive and inventive characters have their place. Counting books, Tana

Hoban's picture books as well as books in various languages like those recommended by Philip and Phylis Morrisson in Scientific American can also be found. Some fiction is included: science-fiction, comic strips (especially abundant in Europe), as well as animal stories of some documentary value.

It was necessary to first put together this primary collection, however incomplete it is in the French language, in order to attract scientists and writers of popular science to this oft neglected segment of the publishing market.

The same approach was used toward A.V. materials. Canadian, American, Swiss, and French made for television documentaries were shown to the public, but so were animated features because of the room they leave for imaginary representations. McLaren's dazzling creations where humour and imaginary technique share the stage were of course included. The works of the French scientific film-maker Jean Painlevé, and especially his film for children "Les pigeons du square" were given special attention.

The Mediathèque is perceived by the public as a place where one may pause, and discover (as if by chance) games, books, and A.V. materials. There, one can supplement one's information, and discover new wonders. Children can show and tell their own collection, those treasures hidden deep down in their pockets, (What Walter Benjamin calls "encyclopeadia of wonders") which reveal the stage of their curiosity about the world.

By putting the collection in the hands of the children, the conditions of an experiment are met. The Mediathèque tries to be

the place where the question: "How do I feed my tadpoles?" can be answered and where the suggestion: "Let me show you the skate-board with electronic lights I made" can be heard. It wants to be for its young public a room full of wonders and adventures.

The integration of the library in the Museum has many inconvenients including a "top-heavy" structure, and a position as a box within a box, within a box. But from the point of view of user groups, there are important advantages, as numerous visitors discover the world of the library. Users demand more and better activities, and they expect better service, and this is for the better. As librarians adapt their skills to a slightly different setting, they gain a marvelous new showcase for libraries.

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

Division: LIBRARIES SERVING THE GENERAL PUBLIC

Section/RT: CHILDREN 'S LIBRARIES

132-CHILD-2-E

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VALUE OF LIBRARY SERVICE FOR CHILDREN IN JAPAN

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1. General Aspects

In our country, the Children's Library Service in public libraries was started at the beginning of this century, in 1902, by the pioneers of modern librarianship. They were impressed after visiting European and American libraries, and introduced the idea of children's services in Japanese public libraries.

Certainly these children's services were begun only under some very limited circumstances. Two or three municipal or private libraries, voluntarily opened their doors to school children without official legislation or standards. Some remarkable practices were begun in the Tokyo municipal library system. They accepted elementary school children in the central building, lending them books, as well as opening small branches in public elementary schools.

Before the Second World War these early works were not as fully developed as they could have been due to contemporary social, cultural and educational barriers.

After World War II, under the Anglo-Ameican influence of ideas for social education, the children's library service started again in the public libraries. There were several leaders in the field, in the areas of both practice and ideas, who studied in American library schools together with the pioneers who had continued small but important works even during the war. In the 1960's there were a number of publications on children's library services translated from English; for instance, "Rich the Treasure" by H.Long, "Unreluctant Years" by L.Smith, "Books Children and Men" by P.Hazard, and so on. These books have contributed to the general understanding of the necessity of children's library services as an indispensable factor for a modern society.

Also, the library law, which was enacted in 1950, mentioned although indirectly the needs of children's library service in public libraries. Since then, children's service in our public libraries became more legitimate in Japan, even if under very limited conditions, and were positively developed year by year, step by step. Today 80% of our public libraries have children's sections and services, and the Children's Library Association has more than 700 members, both professional and para-professional..

On the other hand, there is a very remarkable byproduct concerning children's library services, which is called "Bunko", now a well-known international library term meaning "private home library for children". There are various viewpoints or arguments on whether Bunko was the by-product of the children's library service, in the way of development, or whether the Bunko movement stimulated and motivated development of library service to children in the public libraries...Either way, as of 1988, there were 1419 public libraries which have children's library services and more than 4500 Bunko, which is equivalent to the number of senior highschools in Japan.

As to the present situation of our children's service in public libraries and Bunko, two papers were presented at the annual conference of "IFLA,1986",in Tokyo, and I do not wish to repeat the same subject here. Rather, I will attempt an objective evaluation about the value of the children's library sevices from the point of view of the larger context of today's so-called technically and economically highly developed post-industrial society and children's lives.

I would like to stress on the following points; first, the economic development and children's library movements, second, today's cultutal background and children's service, third, school education and the children's libraries, and fouth, Japanese public libraries and the value of the children's services.

2.Economic development and children's library movement

2-1 Economic growth and library and Bunko

Since the end of the 1960's Japan's economic growth has been watched with keen interest all over the world, however, this does not necessarily mean our public libraries have had large enough budgets to fullfill the needs of the community's people. It is a world-wide tendency, that libraries are the first to have their budgets cut in case of economic diffuculties, and the last places to receive more money even when the community has some spare budget. Unfortunately, Japan is not an exception.

Even so, many libraries have had some increase their budgets through the '70s and '80s, for purchasing computers and their programs or more books and magazines. However the number of librarians or library staff people are quite limited, and local authorities seldom meet the demands of increasing the fixed number of stuff members, or improving the working conditions of the librarians. Some new buildings have been built for libraries or community centers, in which the library occupies one floor or so, but as our land is very expensive, libraries usually have a problem because of limited space. In Japan, the children's service often receives the least output. Some libraries have very limited space for children's bookshelves or storytelling, compared with the room for adults, in spite of the fact that half of the library's users are children.

On the other hand, the increase of family income, gives spare time and extra money to middle-class and intellectual housewives. Some have opened their own homes, usually once a week, for the neighborhood children, as small private home libraries, called Bunko. On average they have less than one thousand of books, mostly private collections or those purchased by a group of mothers. According to the survey of Bunko, done by Prof. Takeuchi, in 1985, 85% of Bunko were opened during the 1970's

2-2 Book market and libraries

During the last two decades, the technics of book-making, particularly those of picture books, was advanced, together with the business of publishing houses for children. The market for children's books, consisting of family, school and public libraries, grew and developed. 25% of children's books, were bought, either by school or public libraries.

As a business, bookstores specializing in children's books have been open in several cities since the 1970's. They support and cultivate the good taste of mothers and children while familializing the general public with to the value of children's reading. That was a kind of the support ,for the library service to children. One big chain of supermatket opened children's reading corners, or "library" as they called them, in some of their chain-store buildings, as a part of their public relations compaign to get mothers with childern to come to the store. This shows that children's libraries have bacame a very popular thing, even being utilized as a method for PR in our society, under our highly consumerse-oriented society..

On the whole, our economic development has not directly effected the developement of children's library service, but it has contributed to it indirectly.

3. Multimedia cultures and children's libraries

3-1 AV material and computer games

Japanese advanced technology and its products invade our children's lives in several ways. TV and radio are already a part of their life as 'roommates'. According to a survey on the life of modern children, 69% of the children in the sample, answered that their most enjoyable time in daily life is when they watch TV. Since two or three years ago, video cassette players found their way in to many homes and by 1988, 58% of Japanese families had VCRS. Children watch rental video cartoons or movies, when they do not have a favorite TV programm. Also, family computer games are very popular among elementary school and junior high school children. When a new one is put on sale, they make a long line from early morning, even playing hookey from school, to buy the popular software for the game. These audio-visual and electronic media occupy a large part of children's leisure time and interest.

3-2 Comic dominates print-media

Among the print-media, comic books and magazines attract children's interest. Japanese comic books have great variety, covering all subjects history, sports, romance, humor, science fiction, horror, and even sadism. In 1987, 819 new titles of comic books were published and 2,929 titles of comic magazines were issued. All together, 408 million copies of comics were on our book market shelves. They are not only for children but also for adults. It is not peculiar to find many intelligent people, even those who graduated from top level universities, who adore comic books and subscribe to monthly comic magazines!

In our public libraries, there are not many comic books or AV materials in the children's collection. Libraries usually have very selective

acquisition policy for comic books. There are many discussions on the quality of the contents of the comics, the ways of their visual expression, and its artistic value. But, in the near future, it might be changed. There are many young librarians who were brought up reading various comic books, and they feel that it is not an obstacle for the optimum growth of the children.

3-3 Influences of multimedia on children's reading

Many people, who are concerned with education or libraries, are afraid that this multi-media and visually-oriented popular culture will have a big influence on the children's growing. They wonder if it might not invade into the essential parts of children's mental and emotional conditions as human beings. Already, it has been observed that children's ability to read story books is less than in the past, and the duration of concentration while hearing storytelling is not as long or well as that of children 15 or 20 years ago.

High school teachers often remark that their students level of comprehension or appreciation for classic literature is low. They wonder if their students' power of imagination, which is essential for in-depth understanding, has become weaker than before.

In public libraries, as well as in Bunko, librarian are making a patient effort to keep up the quality of children's reading, and reading materials. But, up to now, their struggle has been carried out in the traditional ways, which have been believed to be the most

effective, since the beginning of children's library service which were imported from Anglo-American libraries. In these multimedia days, we do not utilize nor develop methods using the new technics to promote and encourage children's reading habits and ability. We expect all our

children to enjoy the good children's literature which was inherited from the past, as well as the newer comics and computer games. I wonder if there are good ways to use modern media for this purpose.

4. School education and children's library service

4-1 Library as a counterpart of school education

In Japan, compulsory education was started in 1867, with a rather modern school system. Since the early times, our school attendance ratio has been more than 90%, and today it is near 100%. Traditionally oriented toward the importance of education, Japanese parents are very enthusiastic to have their children get into the best schools they can. After World War II, this tendancy was accelrated in the more democratic society, where people believed that free and open competition of individual abilities with higher acadimic degrees is directry related to larger opportunities, which in turn, bring, money, chances, and everything leading to a happy future. In 1960, 60% of students who had finished compulsory education went to senior highschool. In 1980, it became 90% and up, and 30% of them entered higher education. Ironically enough, the more their parents are concerned with their education, the less the children can come to the library. To get into a good school by passing the difficult entrance examinations, children have to go to a kind of preparatory school called "juku", after their daily classes. Now a days, in urban areas, there are not only jukus preparing children for entrance examinations of elementary schools, but also there are "juku" to prepare them for tests for good kindergartens! To the extreme, there are very young children taken to juku as soon as they are out of diapers. As a result, the age level of child library users has become lower, because the 4th or 5th graders and up are too busy to come

to the library. Sometimes they do not even have time to play outside. Everybody criticizes this issue as a terrible phenomenon, but for their own children, they take exactly the same way as other people do.

Under these heavy pressures of school-oriented circumstances, library and bunko are considered to be oasis for children to recover their essential human factor as normal children.(Although "normal" is changing, too, as criteria change.)

4-2 Relations between school libraries and public libraries

The second problem with school education, looking at it from the side of library service for children, is that there is little cooperation between the two institutions. In Japan, according to the school library law, almost all elementary and secondary schools have a space called "school library" with a considerable collection of books. But, there are no professional or full-time personnel in elementary and junior high school level libraries, except in some private schools. Most of the schools have a teacher in charge of the library, who must take care of the school library only in spare time, while teaching his/her own class as a fulltime teacher. If a children's librarian would like to offer service to his/her neighbourhood schools, for instance, storytelling or booktalks in the classrooms, it is hard to find the channels to contact with school teachers, or find out the possibilities. Now, this situation is changing little by little, but only in some exceptional ways.

Headmasters or teachers fully admit the importance of reading and the necessity and value of information education, but they do not realize the true functions of libraries, either school or public libraries.

5. The value of children's service in public libraries

5-1 Diffusion and function

Although,being difficult to evaluate the function of the public libraries in Japanese society, it is positive that children's service is a main factor to support the library's existance.

On the average, 50% of the registered users of public libraries are children. Even so, the children's book collection occupies only 30 or 40 % of the collection. Most of the library's active programs are planned for children by the staff of the childrens section.

However, this can be said only for areas where libraries exist, of course. Out of the urban metropolitan areas, 83% of local communities, villages or towns, do not have their own library yet. In the whole country, only 11.5% of our population benefits from services of public libraries.

This is a "raison d'être" for bunko, as a substitute for children's libraries. It can be seen that in Japan not only the public authorities but also small private groups contribute as a voluntary power to offer the chance and place to read for children. There are several patterns of the relationship between public libraries and bunko. Some libraries lend books to bunko, or support them by purchasing new books.

5-2 Personnel

The most serious issue in library service for children in Japanese public libraries, is the personnel.

All Japanese libraries have some staff problems, and children's libraries are no exception. Few local authorities recruit qualified librarians as library staff. They do not admit librarianship as a professional job. Library staffs are very often transferred from the one section of the local government and even if one is eventually interested in library

work and thus wishes to stay on as a library staff, he or she will be transferred again in 5 or 6 years, to some other post and out of the library. There are some municipalities which employ only qualified librarians in their libraries, but most library directors are non-professional and unqualified persons. Compared to Anglo-American libraries, our libraries are ran by general staffs. There are many arguments as to what are the professional factors of librarianship from the side of library school curriculum, now a days. We have not reached a conclusion on what the essential are for librarians or children's librarians, as professional personnel. Mothers, who are volunteers of bunko, working with children for many years, sometimes have better knowledge and longer experience than the library staff, who may have transferred to the library from the accounting section of a town office for example.

The children's service will be more active and have a more integral meaning if we have professionally trained staffs under qualified and experienced librarians in each library.

5-3 Absense of Evaluation system

In our public libraries, including the children's service, we do not have any kind of standards or criteria for qualitative evaliation of the library services. As a consequence, the evaluations are very often done only from the point of the numerous statistics: for instance the number of users registerd, or books taken out, etc. Authorities increase fund as a result of the statistics without considering the quality of the materials lent or service given. If we could have professional librarians in all public libraries or authorities, this could be changed.

Also, with professional personnels, we might have more active cooperations with bunko, school libraries and kindergarden or nursery school libraries. The lack of professional leadership in the practice of library service of children, is one of the most serious problems. But considering from the other side, we are doing a good jobs even without staffing professional personnels.

6. Conclusion

On the whole, in Japan, people, teachers and parents, understand, as knowledge or concept, the importance of reading in children's growth and education. But on the practice, it does not have the first priority, due to the pressure of other social or educational conditions. And their understandings are not connected to the request to the library service for children. Among the librarians and librarianship, library service for children is considered an indespensable part of public library. Physically, we have a considerable numbers of libraries and bunkos but the real value of their existence is not yet well admitted among general public. This might show you, only the economic condision can not solve the library issue, and other factors, general understandings, personnels, etc, are necessary for developping library service for children.

In our economic profit oriented society, library service for children might be a kind of token of demonstrating our effort to keep human conscienceness of hoping our next generations to grow up without loosing their essential human factors. We have do more serious study and practice on the purpose.

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

IFLA

Division:

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DOCUMENTATION CENTRES ON CHILDREN'S LITERATURE IN FRANCE

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TO THE EDUCATIONAL RESOURCES

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DOCUMENTATION CENTRES ON CHILDREN'S LITERATURE IN FRANCE

In France, documentation centres on children's literature were created recently and there are still few of them. La Joie par les livres was the very first organization which started in 1965 a documentation centre on children's literature. At the very beginning, this centre already had a national and an international scope. Other regional centres were created in France over the last ten years, as a consequence of the laws on decentralization.

One can note that some of these centres tend to specialize in the production of an author, or in a definite area of children's literature. Such centres are an important contribution to the knowledge and research.

We will, first, give an overview on the documentation centres (National Centre on Children's Books, local centres (very often part of a regular library service), centres being planned, documentation services of associations specialized in children's reading) and then, we will make a focus on the specialized ones. Finally, we will study what are the goals and the organization of each of these centres, according to the information gatnered from a recent inquiry (May 89).

DOCUMENTATION CENTRES ON CHILDRENS' LITERATURE

I THE NATIONAL CENTRE ON CHILDREN'S BOOKS

It was created in 1965 as one of the several services proposed by la Joie par les livres, which is part of the Ministry of Education. It makes possible for everybody interested in children's books to dispose of the whole French production since 1965 (about 50 000 books), of numerous children's magazines, and of a large international selection of children's books.

Already in 1979, thanks to an agreement whith the National Library, the National Centre for Children's Books received children's books from the Exchange Department, and in 1987, thanks to a convention signed with the National Library, the centre receives through the Legal Deposit a copy of each children's book published in France.

The centre also offers reference books and professional magazines, vertical files, doctoral dissertations and studies on children's literature, children's books, children's reading, in various languages. Authors' and illustrators' biographies, thematic bibliographies, an exhaustive list of literary prizes, addresses (of lecturers, storytellers, specialized booksellers, publishers) are also available there.

The National Centre for Children's Books has been connected for two years to a computerized data basis for the shared cataloguing of children's books, through the network established by the Ministry of Culture. It is now in a position to catalog about 80 % of the national production. Besides, the National Centre is responsible for the author's and subjects' headings.

The various activities of the National Centre are strictly connected with the Children's Library in Clamart, which is a kind of experimental field, especially for book selection. The Centre also collaborates with reading and selection commissions connected with libraries all over the country. La Joie par les livres is working out a data basis which collects the names of ressources persons involved in training activities. A printed publication of this document is planned. The centre is working with other national structures such as "La Médiathèque des Enfants" at La Villette, the association of senior citizens "L'Age d'Or de France" as far as they are

involved in storytelling, the Musée d'Orsay... It also has many international partners, being in charge of the French Section of Ibby, and working tightly with Ifla. To be mentioned quite especially the collaboration with Banco del Libro and the network of documentation centres in Latin America ; it works also in agreement with the University of Victoria (Canada) and develops a cooperation with many countries in Africa and Asia.

La Joie par les livres produces several documents. The Documentation Centre takes an active part in their elaboration.

- La Revue des livres pour enfants offers a regular overview on new children's books ; it reviews the entire production and publishes the review of the very best on detachable library cards ; it gives general information on the world of children's books in France ; publishes interviews ; "La Revue des revues", proposes abstracts from professional French, English, Spanish, German, Arab (and soon Italian) magazines. La Revue des livres pour enfants also offers studies and articles on children's literature. Every fall, a special issue of the magazine offers an annual annotated selection including about 400 titles.

- "Les guides de lecture" offer a thematic annotated selection covering the whole production available. De Néanderthal à la Navette Spatiale is dedicated to non fiction books, whereas the Guide de Lecture deals with fiction (this guide is out of print at the time being. A new edition will be soon published).

II REGIONAL CENTRES

Their creation and development have certainly been encouraged by the recent laws on decentralization. They have been multiplying over the last ten years, mainly as a part of public libraries. They offer reference collections and sometimes a real documentation service. They centralize and organize actions for the promotion of children's literature on a regional scale. Their growing proves a new development of children's sections of public libraries, which have been for a long time restricted to a service for children.

Le Relais d'information et de documentation sur la littérature et la presse pour la jeunesse

Created in 1977, it is one of the services of the Public Library of Metz. This centre has books and magazines for children from 19th and 20th century, reference books. It publishes since 1983 a magazine called Bouquins/potins.

Le Centre d'Information sur la Littérature Enfantine

It is part of the Public Library of Nantes. It has not only a contemporary children's books collection, collected since1977, but also a quite interesting historic collection.

Le Centre d'Information et de Documentation sur le Livre de Jeunesse

It is run by the "Centre Régional des Lettres Midi-Pyrénées". It opened in Toulouse in 1987 for professionals of children's books and reading.

III CENTRES TO BE CREATED

Several documentation centres are to be created or on the verge of opening. Some children's literature critics put their own collections at the disposal of scholars through these documentation centres.

Le Centre Régional Aquitain du Livre, de la Lecture et de la Littérature d'Enfance et de Jeunesse (CRALEJ)

The Association called Nous voulons lire ! (We want to read !) will open next year a documentation centre in the Medialibrary of Bordeaux and will propose a collection of children's books, as well as a documentation centre on books, publishing, reading and children's literature. Several activities of the association (such as the magazine Nous voulons lire !, les Cahiers du CERULEJ, and special issues) will continue to develop with this support.

Le Centre International d'Etudes en Littérature de Jeunesse (CIELJ)

It was created in 1988, as a private organization open to research. The association plans to open a centre in Mezières-Charleville (North of France), collecting and saving children's and young adults' books of the personal collection of Janine Despinette, a French critic.

La Mission Départementale de la Seine Saint-Denis du Livre de Jeunesse

It is located in the Public Library Elsa Triolet in Bobigny (a suburb of Paris) and will open this summer. The centre will offer a collection of fiction and reference books on children's literature. It will organize actions in the department of la Seine-Saint-Denis for the promotion of children's books.

IV DOCUMENTATION SERVICES PROPOSED BY ASSOCIATIONS

A few associations are working for the promotion of children's books. They create small documentation centres to be used by their members. Some associations based in Paris also have regional branches.

Le Centre de Recherche et d'Information sur la Littérature de Jeunesse (CRILJ)

The CRILJ has a small documentation centre in Paris. It publishes newsletters called CRILJ Information ; bibliographies ; posters ; a catalog of people and organizations specialized in children's literature. It organizes an annual conference (minutes are published).

L'Union Nationale Culture et Bibliothèques pour Tous

This association organizes private libraries, toy libraries, lectures all over France. A documentation service is based in Paris. The association publishes a monthly magazine Livres Jeunes Aujourd'hui, which is devoted to critics on children's and young adults books.

Lecture Jeunesse

This non profit Association wants to promote reading among young adults between 12 and 18. It collaborates with a library in Auxerre and puts at the disposal of documentalists, teachers and librarians, their selection of books for young adults (60 % of children's books and 40 % of adults' books that can be read by young adults). This selection is also published in their magazine Lecture Jeunesse : dossier et documents sur la lecture des 12 - 18 ans. Thematic bibliographies and bibliographies for each grade of secondary school are also available.

SPECIALIZED DOCUMENTATION CENTRES

I COLLECTIONS SPECIALIZED IN AN AUTHOR AND ITS PRODUCTION

Centre d'Etudes Verniennes :

Created in 1969 ; it is part of the Medialibrary and the Jules Verne Museum of Nantes. Their researches are published in Les Cahiers du Centre d'études verniennes.

Tomi Ungerer collection :

It is part of the City Museum of Strasbourg. It collects the whole production (for children and for adults) of Tomi Ungerer.

Maurice Sendak collection :

It is located in the Public Library of Le Plessis Robinson (a suburb of Paris). It collects the whole production of the artist and on the artist : books, films, slides, objects, posters, press review, catalogues.

II COLLECTIONS SPECIALIZED IN AN AREA OF CHILDREN' S LITERATURE

Folktales :

A collection of folktales in the National Centre on Children's Books :

It offers anthologies of folktales for children, most reference books on folktales. This Centre is used by a large public.

La Joie par les livres organizes training sessions of apprentice-storytellers, either with the association "L'Age d'Or de France" or by themselves ; it organizes training sessions on storytelling and has produced an audio-visual document. Moreover, special issues of La Revue des livres pour enfants are sometimes devoted to the folktale. The centre gives all kind of information about storytellers for those who want to organize sessions of storytelling in the most various occasions.

The collection of folktales of the Public Library in Grenoble :

Its collection comprises about 500 books. The library plans to develop this beginning section through a collaboration with the "Maison du Conte" which is to be created in Saint Martin d'Hères (near Grenoble).

Science and Technology :

The Science and Technology collection of La Joie par les livres :

This area of the National Centre on children's Books has been quite especially developing since 1982, when it was appointed by La Villette to organize its "Médiathèque des Enfants" This specialized documentation centre is located in Paris, near l'Etoile. It publishes regularly reviews in La Revue des livres pour enfants and special issues. An audio-visual document has been also dedicated to the subject.

Le Rayon Vert :

It is the new title for the "Observatoire du livre et de la presse scientifiques, techniques et industriels de langue française pour les jeunes", located in Marly-Le-Roy, a suburb of Paris. It promotes scientific and technical culture for children and studies this area of the production. Its documentation service is open for "animateurs" who are staying at the Institut National de la Jeunesse for training sessions.

Comics :

Le Centre National de la Bande Dessinée et de l'Image :

Created in 1984 in Angoulême, it collects comics for children and for adults. It should stimulate the production of studies on this subject. The city of Angoulême organizes every year (january) an important national bookfair, only on comicbooks. Its documentation service is to open in 1990.

Le Département Bande Dessinée de la Bibliothèque Municipale de Marseille :

It is located in the Saint-Charles Branch of the Public Library ; it gathers newspapers, comicbooks and magazines from the 20th Century. It receives from the Legal Deposit a copy of comics, magazines and studies on comics for children and adults.

Specialized in ancient books :

Le Fonds Ancien et le Fonds Nostalgie de la Bibliothèque de L'Heure Joyeuse

Created in Paris in 1924, the library "l'Heure Joyeuse" has now a selective collection of old children's books from the end of the 18th century to 1945, and besides the "Nostalgie" collection, from 1945 to 1970. It is open to scholars and is related with other French and foreign organizations specialized in the history of children's books. It publishes a catalog of books printed before 1914.

Bibliothèque de l'Institut National de la Recherche Pédagogique (INRP)

This library was created in 1881 and is part of the National Pedagogical Institute (The Ministry of Education). It offers a large collection of ancient books for children (about 5 500 books from the 19th to the 20th Century). Besides, it is specialized in the "Sciences de l'Educations" and receives a copy of the Legal Deposit for textbooks (ancient and contemporary). The library is open for teachers, students and scholars.

Frenchspeaking African countries :

Centre de documentation interculturel (Afrique / Monde Noir) de la Joie par les livres

It promotes exchanges linked with children's books between Black Africa, Caribbean , Indian Ocean and France, through a documentation centre based in Paris. It is used by librarians, teachers, and publishers from these countries. It organizes a network in Black Africa where the African teachers and librarians take an active part for reading and selecting French children's books. Since June 1989, it publishes a newsletter three times a year.

Books, games and toys :

Centre Livres, Jeux et Jouets

Part of the University Library of Paris Nord Villetaneuse (a suburb of Paris), a small reference collection specialized in games and toys is available for the students.

GENERAL INFORMATION ON DOCUMENTATION CENTRES ON CHILDREN'S LITERATURE

According to the information we received through the inquiries, one can note that the life conditions of these centres are really precarious. 15 centres are run by 1 or 2 people (who generally have a part-time job or work on a volontary basis) ; 4 centres have 4 or 5 staffmembers and only 2 of them have over 10 staffmembers (la Joie par les livres and the Centre National de la Bande Dessinée et de l'Image).

This precarity could also caracterize the way collections are developed. Most centres rely on review copies, exchanges or gifts. 4 centres can enjoy the privilege of the Legal Deposit : the library of INRP, The National Centre on Children's Books, the Departement Bande Dessinée of the Public Library in Marseille and the Centre National de la Bande Dessinée et de l'Image in Angoulême.

More than half of the centres have a collection under 10 000 books ; among these books 75 % are children's books and 25 % reference books. La Joie par les livres has the largest collection (55 000 books).

The collections are recent (beginning in the sixties) and in French. However, some centres have older collections. More than half of them can propose children's books in other languages, from various countries. These collections are more or less important.

The collections, with a few exceptions, are not to be checked out. They can be consulted in the library or the documentation centre. Generally speaking, the centres are organized on a free basis, on appointements (50 %) or according to a specific time schedule (50 %).

Only adults and professionals are admitted : teachers, librarians, scholars, students, instructors, booksellers... The objective of these centres is to inform people on children's literature, to promote children's books and to be a place for research and training.

Children's literature is becoming more and more significant in France. It becomes a real study subject at the University. Numbers of doctoral dissertations are written on children's literature and children's reading (not only in comparative literature department as is used to be, but also in literature, art, childpsychology, medicine, or even architecture). Documentation centres on children's books and children's libraries have to meet a growing demand ; the centres to be created do confirm this current trend.

ADDRESSES OF DOCUMENTATION CENTRES ON CHILDREN'S LITERATURE

Arranged according to their presentation in the paper :

CENTRE NATIONAL DU LIVRE POUR ENFANTS (La Joie par les livres)
8, rue Saint-Bon - 75004 Paris
Tél. (1) 48-87-61-95

RELAIS D'INFORMATION ET DE DOCUMENTATION SUR LA LITTERATURE ET LA PRESSE POUR LA JEUNESSE
Médiathèque, 1, Cour Elie Fleur - 57000 Metz
Tél. 87-55-53-23

CENTRE D'INFORMATION SUR LA LITTERATURE ENFANTINE
Bibliothèque Municipale - Médiathèque, 15, rue de l'Héronnière - 44041 Nantes Cedex 01

CENTRE D'INFORMATION ET DE DOCUMENTATION SUR LE LIVRE DE JEUNESSE
Centre Régional des Lettres Midi-Pyrénées, 14, rue de Tivoli - 31068 Toulouse Cedex. Tél. 61-33-50-90

MISSION DEPARTEMENTALE DE LA SEINE SAINT-DENIS DU LIVRE DE JEUNESSE
Bibliothèque municipale Elsa Triolet, 4, rue de l'Union - 93000 Bobigny
Tél. 48-95-20-56

CENTRE DE RECHERCHE ET D'INFORMATION SUR LA LITTERATURE DE JEUNESSE (CRILJ)
39, rue de Chateaudun - 75009 Paris
Tél. (1) 45-26-70-06

UNION NATIONALE CULTURE ET BIBLIOTHEQUES POUR TOUS
63, rue de Varenne - 75007 Paris
Tél. 45-55-87-79

LECTURE JEUNESSE
36, rue Emeriau - 75015 Paris
Tél. (1) 45-78-13-89

CENTRE D'ETUDES VERNIENNES
Bibliothèque Municipale - Médiathèque, 15, rue de l'Héronnière - 44041 Nantes Cedex 01

COLLECTION TOMI UNGEPER
4, rue de la Haute-montée - 67000 Stasbourg
Tél. 88-32-31-54

FONDS MAURICE SENDAK
Bibliothèque municipale, Section Jeunesse, 2, rue A. Le Nôtre - 92350 Le Plessis Robinson
Tél. (1) 46-30-22-61 poste 428

FONDS CONTES DU CENTRE NATIONAL DU LIVRE POUR ENFANTS
8, rue Saint-Bon - 75004 Paris
Tél. (1) 48-87-61-95

FONDS CONTES DE LA BIBLIOTHEQUE MUNICIPALE DE GRENOBLE
Bibliothèque municipale, Médiathèque-Documentation professionnelle, 5, Grand'Place - 38100 Grenoble
Tél. 76-09-44-54

SECTEUR SCIENCES/TECHNIQUES/JEUNESSE DU CENTRE NATIONAL DU LIVRE POUR ENFANTS
La Joie par les livres, 5, rue Auguste-Vacquerie - 75116 Paris
Tél. (1) 47-23-33-88

LE RAYON VERT
Institut National de Jeunesse, Val Flory - 78160 Marly-le-Roi
Tél. (1) 39-58-49-11

CENTRE NATIONAL DE LA BANDE DESSINEE ET DE L'IMAGE
121 route de Bordeaux - 16000 Angoulême
Tél. 16-45-95-20

DEPARTEMENT BANDE DESSINEE DE LA BIBLIOTHEQUE DE MARSEILLE
Bibliothèque Municipale Saint-Charles, 38, rue du 141 e R.I.A. - 13331 Marseille Cedex 3
Tél. 91-55-36-61

FONDS ANCIEN ET FONDS NOSTALGIE DE L'HEURE JOYEUSE
Bibliothèque de l'Heure Joyeuse, 6-12, rue des Prêtres-Saint-Séverin - 75005 Paris
Tél. (1) 43-25-83-24

BIBLIOTHEQUE DE L'INSTITUT NATIONAL DE LA RECHERCHE PEDAGOGIQUE
29, rue d'Ulm - 75005 Paris
Tél. (1) 46-34-90-00

CENTRE DE DOCUMENTATION INTERCULTUREL (Afrique/Monde Noir) La Joie par les livres, 5, rue Auguste-Vacquerie - 75116 Paris
Tél. (1) 47-23-38-89

CENTRE LIVRES,JEUX ET JOUETS
Bibliothèque Universitaire, Université Pariss-Nord, avenue J.B. Clément - 93400 Villetaneuse
Tél. (1) 49-40-31-79

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

Division:

Section/RT: CHILDREN'S LITERATURE DOCUMENTATION CENTRES

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THE LATIN AMERICAN NETWORK OF DOCUMENTATION CENTRES FOR CHILDREN4S LITERATURE AS AN INFORMATION TOOL

by

Clara BUDNIK

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55th GENERAL CONFERENCE OF THE IFLA

THE LATIN AMERICAN NETWORK OF DOCUMENTATION CENTRES FOR CHILDREN'S LITERATURE AS AN INFORMATION TOOL

by: Clara Budnik

BANCO DEL LIBRO

VENEZUELA

París, August 19-26, 1989

114

THE LATIN AMERICAN NETWORK OF DOCUMENTATION CENTRES FOR CHILDREN'S LITERATURE AS AN INFORMATION TOOL

ABSTRACT

It presents the purposes and grounds of the creation of the Latin American Network of Documentation Centres for Children's Literature. It exposes concepts, objectives, geographical scope and components of the network. The importance of communication among the members is outlined. The role that this network might accomplish in the process of Latin America integration is emphasized.

*

I consider this audience extremely important to present what the Latin American and Associated Network of Documentation Centres for Children Literature means as an informational exchange tool for the integration of the region, especially in this area.

Pérez de Zapata states that communication is one of the most salient factors of the dependence of our underdeveloped countries upon the developed nations (1). Regarding this issue, other authors claim that the third world has received the impact of the communication means of the developed countries, and that it has not been capable of counteract it through the difussion of its own communication. It is going to be difficult to achieve this goal, since often we do not have the basic information in some fields of knowledge, and even possessing it, the information is not organized. This makes communication impossible.

Let us not forget that Latin America is a broad continent, with an extension of more than 20 million square kilometres and about 420 million inhabitants, distributed in 34 countries and 12 dependencies. The predominant language is Spanish, which is spoken by about 270 million people in 19 countries. Portuguese follows with around 140 million speakers in Brazil, the biggest country of the region (8 millions and 500 thousand Km2). English, French and Dutch are spoken in a smaller proportion. We must also regard the native languages spoken by big sectors of indigenous population in some of these countries.

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(1) Pérez de Zapata, Amarillis. La Red Latinoamericana de Documentación en Educación. // In: Congreso Iberoamericano de Informática y Documentación (1:05 to 09 11: 1985: Medellín). -- CREI. -- 8 p.

Contrary to what many people believe, it is evident that this region is not an unit. Important economic, social, cultural and linguistic differences separate our countries.

Many of these differences arise from historical and cultural backgrounds, while others are the results of the implementation of development models (aimed to the whole country or just to a particular field). Even though these models might appear very attractive and innovative to the leaders who bring them, they often respond to other realities needs and interests. Frequently, these models deepen the existent differences among and within our countries.

Coexistence of social contrast within the nations is easily observed. A minority enjoys privileges comparable to the living standards of industrialized countries, regarding income and education, while the vast mayority of the population hardly reach the minimal standards of survival.

Joint work, shared information and proper communication becomes a vital necessity if we are truly committed to achieve progress and development.

Integration has been the goal of many Latin American governors, Bolivar's dream since the Congreso Anfictiónico of Panamá, in 1826; a view that we share. Moreover, integration is vital for survival, and that is why we try to organize, promote and share whatever we produce and know about Children's Literature.

We all know the importance of children's books and share experiences and concerns in this field. Consequently, we are aware that production of good books is not sufficient to get children involved into reading. It is also necessary the promotion of books in order to create long lasting reading habits and to develop pleasurable acquaintance with literature.

From our experience, we have learnt that this process begins at home, at a very early age. Songs, lullabies, word games, tales, poems and rythmes instil the relationship between the child and the language. Later on, at school, the process continues through the acquisition of reading and writing skills. The use of libraries, and the availability of good reading materials at bookstores, reinforces this process.

However, the reality of our countries, among other factors, poses many obstacles to this process. Some of these factors are:

- High rate of illiteracy.
- Lack of access to good reading materials.
- School tendency to didactic reading.
- Parents' and teacher's lack of awareness about the importance of promoting reading habits among children and the ways to achieve them.

On these grounds, we consider of great importance, on one hand, adult capacitation (not necessarily formal education) on the issues of book and reading for children and youngsters. This capacitation can be achieved through actualized information, the knowledge of what is being published, what is happening in other countries, their experiences in the promotion of reading, the interest demonstrated by children of different ages regarding books. On the other hand, we also outline the importance of research on these issues, both, research accumulated or actually being conducted by developed countries, as well as that produced in our own continent.

However, this scattered information is of little, if any, use. In order to count on it, it must be organized, made accessible and available in one or many places. That place, or places, are the Documentation and Information Centres for Children's and Youngster's Literature.

The Documentation and Information Centre of Banco del Libro, Venezuela, while collecting information about Latin America, confirmed that social, cultural, economic and linguistic differences among our countries are also reflected in this field. Certain common features such as the origins and processes of development are similar. All of our children's literature stem from folklore resulting from the mixing of our Indigenous, African and European roots. In most countries, we can observe a similar pattern of development of the Literature for Children, from a didactic and moral focus, identifiable with school, to a more critical and fantastic literature.

Analyzing the development of Children's Literature in Latin America, we find a serious problem: the information not only is incomplete, but often we find contradictory sources. Collecting and organizing data is harder than it seems at first sight. Verónica Uribe, in paper to the Seminario Nacional sobre Producción de Libros para Niños y Jóvenes, at Quito, March 1982, states that "it is paradoxical that our countries, sharing the same language and geography, possess such a little information of each other, while keeping a more fluid commmunication with the USA and Europe".

From that situation -the need of getting information, sharing knowledges and integrating efforts- emerged, very soon, the need of working <u>tête à tête</u> with other countries of our continent. We had then the chance to reinforce the initiatives of each country and connect among ourselves to establish what is today the Net of Information Centres for Children's Literature.

The Documentation and Information Centre of Banco del Libro, Venezuela was chosen as the nucleous of the network, under the sponsorship of the Organization of American States (OAS), through the Interamerican Project of Children's Literature (PILI).

Our present achievements have not been easy. They were the result of a series of actions that have been performed from a

long time ago. The first concrete actions became a reality in 1984, when a Latin American Subregional Network of Documentations Centres in Children's Literature was created. At Cochabamba, Bolivia, representatives from nine Latin American countries signed a Declaration aimed at the integration of the actions that each country was developing independently. Since then, we have been working on the strengthening of the network and on the incorporation of other countries.

On early July, 1987, under the sponsorship of OAS and the Sánchez Ruipérez Foundation (Spain), Caracas hosted the second encounter with the participation of thirteen countries of Latin America. At that time, Europe, through Spain, joined us in order to conform what we called the Latin American and Associates Network of Documentation Centres for Children's and Youngster's Literature.

The attending countries signed the Declaration of Venezuela, which stated that the purpose of the network was the creation of a broad cultural project, able to unify a diversity of institutions linked by common general objectives, like those established on the Declaration, namely:

1.- Develop a service of documentation in the area of children's and youngster's literature, emphasizing the publications of the member countries.

2.- Generate effective systems for the exchange of information.

3.- Promote programmes for the preparation of specialists in areas related to Literary Creation for children and youngsters.

4.- Assist in all aspects related to the creation, edition, evaluation and investigation of Children's and Youngster's Literature.

5.- Publish and disseminate materials about Children and Youngster's Literature.

6.- Develop specific programmes for promoting and disseminating Children's and Youngster's Literature, at national and international levels.

7.- Create feasible formulas for the international organizations support the network at all times, functioning, such as it has been done by several national and international institutions.

The working plan elaborated at the encounter included:

- A workshop on children's books selection.
- A travelling exposition of Ibero-latin American literature for children.

- Joint capacitation actions.

- Actions to strengthen the existent Documentation Centres for Children Literature and to create new centres in other countries.
- Actions for the strengthen of the bonds existing among countries of the network.

Some of those tasks have been already accomplished. However, there is still a long road to go.

Despite of the many difficulties encountered by our countries, at the present moment, the network is integrated by 18 centres from 12 Latin American and 2 European countries.

- Centro de Difusión e Investigación de Literatura Infantil y Juvenil (CEDILIJ). Córdoba, Argentina.

- Centro de Documentación de Literatura Infantil de Santa Fe, Argentina.

- Centro de Información e Investigación en Literatura Infanto-Juvenil (CIILIJ). San Miguel de Tucumán, Argentina.

- Centro Pedagógico y Cultural Portales. Cochabamba, Bolivia.

- Centro Referencial de Literatura Infantil y Juvenil (CRLIJ). Rio Grande do Sul, Brasil.

- Fundação Nacional do Livro Infantil e Juvenil (FNLIJ). Rio de Janeiro, Brasil.

- Centro de Documentación de Literatura Infantil y Juvenil. Santiago de Chile, Chile.

- Asociación Colombiana para el Libro Infantil y Juvenil (ACLIJ). Bogotá, Colombia.

- Centro de Documentación de Literatura Infantil. Bogotá, Colombia.

- Instituto de Literatura Infantil y Juvenil (ILIJ). San José de Costa Rica.

- Centro Ecuatoriano de Documentación de Literatura Infantil (CEDLI). Quito, Ecuador.

- Centro Internacional del Libro Infantil y Juvenil. Salamanca, España.

- Centre Nacional du Livre pour Enfants. La Joie par les Livres. París, Francia.

- Centro Universitario de Investigaciones Bibliotecológicas (UNAM). México.
- Centro de Documentación de Literatura Infantil. Managua, Nicaragua.
- Banco del Libro. Panamá.
- Centro de Documentación e Información de Literatura Infantil. Lima, Perú.
- Niños y Libros. Montevideo, Uruguay.
- Centro de Documentación e Información de Literatura Infantil. Banco del Libro. Caracas, Venezuela.

After the meeting of Caracas, in 1987, La Joie par les Livres of France, and more recently, and after great efforts, the Centro de Documentación de Literatura Infantil of Ecuador joined the network. We are now considering new applications and we expect to approve them in the near future.

Some of you might wonder about what type of network we are talking about, and that is a good point. There are many approaches to the issue, but we are not going to discuss every one of them. Actually, we refer to a network for the circulation and exchange of information and documentation, integrated by a coordinating unit and several associated centres, whose basic elements are:

1.- Organization.

2.- Interinstitucional character.

3.- Shared bibliographical resources.

4.- Communication.

5.- Easy access to information.

6.- Promotion of the use of information.

Cubillo states that "an information network is, basically, an inter-institutional organization, which facilitates the access to and promotes the use of the information, through the principle of shared resources and the principles of communication determined by common agreement" (2). That is why, explains this author," the concept of information network as a set of interconnected devices is too restrictive and inadequate for Latin American countries.

(2) Cubillo, Julio. Regional information network in Latin America: Can they survive? // In: IFLA General Conference (56: 1986: Tokyo). -- IFLA. -- 13 p.

With the exception of some big cities, most of the populated settlements will have to depend, for years to come, on traditional communicational technology, such as mail and telephone" (3).

"As an organization, a network needs resources to generate products and services, and management capability in order to meet its objectives" (4).

We have quoted this author because we share his views of networking for Latin America. That is, therefore, the type of network we favour when we talk about the network of Informational Centres for Children's Literature.

This conceptual framework leads us to the needs of create more solid basis for the essential task of organizing and disseminating information as well as training better specialists in the handling of data. That is -we believe- the only way to an effective and functional structure, to a real information system in Latin America.

All of these actions require the usage of a documental language common to the Documentation Centres for Children's and Youngster's Literature, members of the network. This need led us to the construction of the Thesaurus of Children's Literature, whose second version was finished in July, 1987. At that moment is was presented to the members of the network, to be employed experimentally and enriched by the different centres. At the present time, we are working in the third version, which,we expect, shall be finished by the end of this year.

The Thesaurus gathers more than 2500 terms (descriptors and nondescriptors) employed in documents about Children's Literature, Reading, Librarianship and related areas. The Thesaurus consists of three volumes: the first one is dedicated to the hierarchical scheme; the second one contains an alphabetical index and, the third one is a permuted index.

As it is explained in its introduction, there is no classification system which can remain unchanged over a long period of time. New proposals of modifications, addings, reductions, redefinitions, new relations, synonymous, are expected to demonstrate that Thesaurus is a useful and flexible working tool, alive and adaptable to the needs of the centres that use it to process and retrieve information.

The Thesaurus constitutes an important achievement for the development of the network.

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(3) Cubillo, Julio. Op. Cit. -- p. 4
(4) Ibidem.

Other important achievements are the reproductions, at a low cost and in a very short term, of the following tools and documents, to be offered to the centres of the network which have a micro-computer:

- Indexes of the documental Data Base of Banco del Libro (approximately 10.000 processed documents)

- Part of the Referential Data Base.

- The catalog of periodical publications.

- Data Base of Bibliographies prepared at the Banco.

- Data Base of researches conducted in Latin America about Children's Literature, between 1980 and 1985, Base which we intend to update soon.

- Design of the Data Base for the selection of children's books, which keeps a record of the process from the moment the book arrives to the moment of the release of El Banco del Libro Recomienda: Libros para niños y jóvenes, a quarterly publication.

At the present, all of this Data Bases are elaborated in CDS Micro-Isis (Software designed by UNESCO for bibliographical data base, available for IBM microcomputers and compatible ones). The bibliographical entries are organized according to the Anglo-American rules of Cataloguing, version 2.

We are guiding our steps towards a computarized system, since we expect to eventually exchange information on tapes or disks, instead of paper. We have presented two requests of funds, in order to gain a better and cheaper information exchange and to improve the level of interaction among the centres.

In the context of the next encounter we will discuss the structure of the network on the grounds of our experience.

We are aware of the difficulties involved in the construction of a network in the actual conditions of Latin America, specially in an area like Children's Literature, whose importance has just been acknowledged during the last years. The confluency of various factors is required, from the economical resources to the personal commitment to work and share. Our actual success was due to the will of each centre to overcome every obstacle in the road. Although the network is still incomplete, it is already an informational tool for the Latin American Children's Literature.

All of this will be possible if there is the desire of sharing, communicating, strengthen bonds, and to expand our horizons. On behalf of the Latin American network of Documentational Centres for Children's Literature, I invite you to follow a common path....

Thanks.

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

Division: Libraries Serving the General Public

Section/RT: School Libraries

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ON SOME THEORETICAL FOUNDATIONS OF THE SCHOOL LIBRARY/MEDIA CENTRE AND THEIR IMPLICATIONS FOR EDUCATION

by

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SUMMARY:

Exploration of the theoretical foundations of the concept of the school library, expanded to encompass the library/media centre, highlights two dimensions: the **environment** and the **media source**. The library/media centre can accordingly be defined both as a stimulating environment, a place of cultural learning and information, and as a media source which provokes a variety of learning experiences and serves to diversify learning. The study of these dimensions allows us to confirm that the library/media centre has significant educational potential and that, futhermore, it represents a FACTOR OF DIVERSITY, linked to the forces of innovation and change. However, in order to fully realize this potential, certain minimum conditions must be met: first, in terms of human and material resources, and, second, with regard to the integration of the library/media centre with teaching and learning.

I. Introduction

In 1989, do we still need to promote the role of the school library or media centre? A variety of indicators lead us to reply in the positive, including, for example: the observations recently made by John Wright at the international level[1]; the establishment of commissions for the study of the status of school libraries (in Great Britain, 1985; in Saskatchewan, 1987; in Québec, 1988); the interest of the World Bank in financing school libraries in developing countries[2]; the new 1988 edition of guidelines in the United States[3]; and the publication of reports promoting library/resource centres by various Canadian ministries of education (Ontario, 1982; Alberta, 1985; Québec, 1987). We wish to contribute to this movement by presenting an overview of some thoughts concerning the theoretical foundations of the role of the school library, regardless of its name[4]. In so doing, we hope to bring to light arguments which encourage realization of the school library's enormous potential and, as well, to clarify the implications for education.

II. Thoughts on the theoretical foundations of the school library/media centre

The school library is in the midst of a period of transition. On the one hand, faced with the diversification of media, it has tended to be transformed into a media centre, a multimedia centre or an information resource centre. On the other hand, with the advent of the information age, it is becoming similar to a special library or information centre. In its most modern guise, the

school library serves the educational program of a given school, for which it represents a stimulating environment and a media source, two dimensions which we will now explore further.

The library/media centre as educational environment

As an environment, the library/media centre can be considered to be a place of cultural learning and a place of information, i.e., an educational and stmulating environment which offers the student numerous unrestricted and varied affective and cognitive experiences which contribute to his or her personal development. Of particular note is the fact that the library is a different place from the classroom, a place where cultural, informative, educational and recreational resources are available without being imposed. Furthermore, this place allows the transition to be made between the school world and its external environment.

The library/media centre as media source

As media source, the library/media centre contributes both to learning and to teaching.

A) Impact on learning

We refer to the writings of Bruner and Olson who consider that learning can be achieved either in a "direct" way (by action) or in a "mediated" way (via observation or via symbol systems)[5]. It is precisely this latter form of

school, with the manipulation of abstract codes. This presumes that students develop specific skills relative to these codes, starting with the language code.

Each of these types of learning can further be divided into two invariable elements:

- a common underlying structure (knowledge)
- specific surface structures for each individual symbol system encountered (skills).

Thus the same knowledge can be conveyed by the use of different symbol systems (or media), each requiring specific abilities. Note that this distinction between knowledge and skills is somewhat analogous to the analysis of Bloom et al. regarding the cognitive taxonomy of educational objectives, where the first level corresponds to memorization or the recognition of knowledge and subsequent levels refer to mental processes ranging from the most simple to the most complex (understanding, application, analysis, synthesis, evaluation). It follows that knowledge represents but the first stage of learning and that, later, there remains the development of differentiated skills according to the type of learning under consideration.

Thus, by its very nature as a source of information encoded on different media, the library/media centre enables both the acquisition of knowledge and the development of the skills required to manipulate and master these different media:

- the library supplies knowledge, thanks to the availability of its collections
- it reveals structures, via different knowledge organization systems (classification systems and research tools)
- it represents an opportunity to develop skills relative to the manipulation

- it encourages direct experience with these different media and allows the acquisition of skills relative to the research and analysis of information
- it develops the capacity to learn how to learn.

B) Impact on teaching

The teacher can use the resources of the library/media centre to diversify the sources to which the student has access. This has the effect of modifying the relations within the "educational triangle" which, according to Vial, links the student, the teacher, and knowledge. The existence of a library/media centre consequently allows teachers, on the one hand, to expand their educational repertoire and, on the other, to individualize their teaching. Accordingly, one can envisage two types of individualized teaching: the first, based upon the unrestricted and direct use of varied information sources, as in "independent study", and the second, following the pace of the student using pre-structured learning modules, as in mastery learning.

The study of these dimensions allows us to confirm that the library/media centre truly has significant educational potential. Furthermore, it represents a source of diversity which, according to the adherents of systems thinking, is essential to the evolution of large complex systems like the educational system, insofar as this diversity introduces innovation and change. In effect, numerous authors have presented the library/media centre as an indicator or factor of innovation, and the librarian, the media specialist or the documentalist, as an agent of change[6]. 71

We conclude discussion of this point by mentioning that different studies are consistent in identifying the school library as a factor in academic

thanks to studies conducted in 1987 based on the data bank SchoolMatch and culminating in a very clear correlation between academic achievement and level of funding allocated to the school library or media centre.

III. Educational implications

In order that the school library/media centre may be fully exploited, it must first have at its disposal the necessary human and material resources, which, as John Wright notes[1], is far from always being the case. However, even if one assumes that these conditions are met, there remains, on the one hand, promotion of the library's role to all parties concerned, and, on the other hand, achievement of the integration of the library with teaching and learning.

A) Promoting the role of the school library

Our review of the literature has shown that school library or media centre resources tend to be underutilized both by teachers and by students, be they in English-speaking Canada, the United States, France or England. This observation has been upheld by the results of our own survey conducted in six comprehensive high schools in Québec. So much so that we conclude that there is a need for awareness, training and motivation programs to promote better knowledge and use of information resources, such programs geared not only to teachers and students but also to education officials and administrators at all levels of the educational system[8]. Note that one facet of such promotional activities is the development of skills necessary to exploit information resources, as witness the activities of Unesco under the general themes of

awareness and information handling skills training[10].

B) Integrating the school library with teaching and learning

During the last decade, many countries have developed teaching program reforms which favour active and significant learning. However, these programs rarely explicitly address the role of the library or media centre, or that of information resources in the development of information skills. This is why it is advisable to, first, clearly state the relevant objectives for the educational program as a whole and, second, elaborate upon them within the context of different teaching situations.

Thus one could, for example, reach a consensus in a given school on some general objectives, such as the following:

- that the student acquire a liking for visiting the library
- that the student be able to use the library and fully exploit its resources
- that the student develop a liking for and the habit of reading
- that the student develop skills in information retrieval and independent research.

These general objectives should then be adapted by each teacher and clarified in terms of final and intermediate objectives, which will give rise to specific learning activities.

It should be emphasized that teachers play a primary role in making students aware of and encouraging them to use the library and information resources, on the condition that, of course, they themselves are aware of the possibilities offered. It is, furthermore, highly desirable that

they become aware users and privileged partners of the person responsible for the library or media centre.

Hence we arrive at the recognition of the equally essential role of qualified personnel which, unfortunately, are too often in short supply. Although a variety of different positions exist (librarian, media or teaching methods specialist, documentalist, teacher-librarian, etc.), there as yet does not appear to be consensus as to the ideal profile of such personnel. Nevertheless, the guidelines recently issued by IFLA[11] identify three fields of competency: 1)librarianship; 2) management; and 3) education.

IV. Conclusions

The school library literature leads us to believe that the concept of the school library or media centre, although generally and often implicitly accepted, still requires a lot of promotion. Our research has, in effect, led us to state, in concordance with the literature review results, that the school library or media centre tends to be highly underutilized, as much by the teachers as by the students of the six schools visited. We have attempted to explain this state of affairs by citing the following reasons: 1) inadequate theoretical arguments; 2) lack of awareness and ~~education~~ instruction; 3) lack of training in how to use available resources; 4) insufficient promotion of these resources; 5) inadequate resources relative to user needs; 6) poor establishment of an active model of education in teaching practice; and 7) problems of accessibility.

We hope that, with these thoughts on the theoretical foundations of the

stone towards the building of this communal edifice, and we hope that librarians and information specialists will be the first to pass the message along.

In closing, we would like to mention that it appears that this concept has yet to find a favourable environment for its development, inasmuch as it is innovative, and, as according to Tyler, one must allow atleast fifty years to pass before a proven educational innovation will be adopted within just half of the schools[12]...

FOOTNOTES:

[as in the original, with the following exceptions:]

[4] These thoughts derive in large part from a doctoral thesis:

[6] For example:

[7] This assertion is drawn from our literature review, pp. 153-157 of the thesis noted above, footnote #4, and has also been stated by MAHAR, pp. 115-116.

[8] See, in particular:

TRANSLATED FROM THE FRENCH BY BARBARA MAASS, MAY, 1989.

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

LIBRARIES SERVING THE

Division: GENERAL PUBLIC

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Pedagogy of reading in a rural area

A. Valin

(Translated from the French:
Pédagogie de la lecture en zone rurale.

Keywords:

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PEDAGOGY OF READING IN A RURAL AREA.

In 1979, when I became Principal of this school, the school team consisted of nine, and five instructors over six, appointed elsewhere, were leaving the school.

It was the same every year. However, it must be stated that Aizenay is only 15 km away from the county seat and it was a good place to spend some time while awaiting an appointment in the city.

The community has 5000 inhabitans, mostly farmers, but also shopkeepers and factory workers.

When I took over, the public school had an enrolment of 104 pupils, aged 6 to 12, while the Catholic private school had 300 pupils.

The pedagogy that was practised in this school could be called extremely traditional, and that was the first problem. The second problem lay in the quasi systematic juxtaposition of a private versus a public school mentality, well lodged in the local community. This is important to keep in mind, in view of later developments.

Scholarly "state" of the pupils.

When, in September 79 I found myself faced with a great number of students who were two to three years behind, I was rather surprized. The entry results into the colleges were catastrophic; almost all the students failed.

General behaviour.

The school atmosphere was difficult and constant vigilance was required. It was not unheard of that I was obliged to run after a pupil who had left the school on the flimsiest of excuse. The high failure rate could easily be related to these behavioural problems. The situation was not helped by the fact that teachers stayed in this school for a very short period.

Intention of new Instructors appointed to the school in Sept.80

At the end of the 1979/80 school year, four teachers left the school, allowing others to come voluntarily to Aizenay, having expressed the intention and desire to stay there and to participate in the installation of a true pedagogical team, as follows:

1) First and foremost to install a library/documentation centre

2) To start a completely new type of school administration, i.e.
   - to make students accountable,
   - to make students autonomous,
   - to make students personally responsible for the organization

- to instill the spirit of individualization
- to alter previous pedagogical practices

3) To have a cohesive reading policy for the entire school

LIBRARY/DOCUMENTATION CENTRE

The first objective was to collect all books in one place and organize the school around the L/DC.

This may appear commonplace in the 89,s as for the last 10 years most schools have had L/DC's.

What is it that allowed our L/DC to play such an important role in our schol and its environment ?

We had the will to change the way pupils were working. Since it was not possible to assemble an entire class at the same time, we established the first principle of the L/DC, that of free circulation of materials. Children were allowed to come to the L/DC on their own, at any given moment of the day. That of course presupposes a different way of organizing the class work.

It must also be stated that students did not go to the L/DC haphazardly.

To learn to take charge of their own learning, students had to learn to move in a calm fashion and to have a project before going to the L/DC, i.e.

to borrow a book
to search for a document
to do research
to prepare a slide-presentation
to read
to listen to stories, poetry, etc. (on tape recorders)
to read the newspaper
to watch a display
to visit the museum

It was also instilled in the pupils to be aware of each other, to respect the group as well as the individual, to manage their time and to take advantage of the obligatory organized class meetings.

This entailed a completely new state of affairs in the school. The pupils had to be recognized as individuals, and to become more responsible. What is truly remarkable is the change in the behaviour of both individuals and the group. The L/DC is a tool, and must be used more and more. Slowly students learned how to manage the card catalogue, to help each other (young and old) and eventually to help the non-readers.

always an adult present to receive the children. The adult, more often than not, is a parent. The adults had to be trained, of course, and this was done for both teachers and parents at the same time.

2)Transformation of the school

It became necessary, when the adult team put this new tool in place, to change the life-style of the school; it became necessary to have weekly meetings, on specific topics, to synthesize, to allow time for reflection, for exchange of point of views, etc.

Furthermore, we were having student council meetings, library council meetings, with delegates from each class, who became responsible for reporting on the ideas of their classmates.

3)A cohesive policy for the school.

a) In the 2-5 year cycle:
regular library visits
criticism of literature, reading of stories, lending of books.

b) In the 5-8 year cycle
Functional reading
Use of the software ELMO 0
Three years to learn to read with pedagogical continuity (same teacher)
Maximum use of the L/DC (for research, journals, displays, enquiries)

c) 9-11 year cycle:
Book reviews, use of every opportunity in the class for criticism of literature
Use of ELMO software
Writing and reading policy

d) External policy:
The school has been opened to the outside in the following ways:
- displays
- book fairs; these became annual affairs and are very popular
- Teachers were able to take advantage of the Cultural Office of the municipality, and offer a common exhibition with the private school.

Impact on the department: many schools are now in contact with us, to visit our L/DC, and to ask questions about its operation.

The state of the school 8 years later.

If, as stated at the beginning the relationship with the colleges

irreversible cases, as was the case in my first few years there.

Milieu and environment.

We had difficult moments, and the parents were not always convinced of the efficacity of our methods. They were somewhat lost when faced with a different way of seeing the schol.

We worked hard to traing the parents at the same time as we worked with the children. Slowly we gained their confidence and we feel a great deal of satisfaction has been generated. However, there is still a tendency to favour private over public school.

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LIBRARY AND SCHOOL FOR YOUNG CHILDREN AND HANDICAPPED CHILDREN: AN ORIGINAL COOPERATION.

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France

IR053257

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ABSTACT

Everyday life does not help a child inmate of Raymond Poincaré Hospital in the discovery of the pleasure of reading.The motorial handicap,treatements,long time stays in hospital and daily routine are drawbacks that alter the process of the librarians.

The library reading room is a place to live in,especially thought out to prompt children and youths to read. We give a greater share of our working time to the weekly reception of nursery schools,primary and secondary classes and our going into a service for an "animation about a book" is more frequent.Group reading of an album,slides story telling or japanese theatrical sessions,listening to a tape-recorded book are the various stages of the discovery of the pleasure of reading and the door to imaginary life.
The collaboration of the librarians with the teaching staff is essential to carry out more important schemes such as creative units working upon a story or invitations to the library of story tellers and artists from outside.This team work must needs be a source of reciprocal enrichement and of constant research.

The process of the scheme

This library that looks so new in fact has a past,it took seven years to achieve it.Actually the context is particular.Raymond Poincaré Hospital is more of a Reeducational Center than a traditional Hospital.Its main departements are reeducation in Orthopaedics and in Neurology,Orthopaedic Surgery,Reanimation for children and adults.Patients are often admitted there for long time sojourns ,generally for some months,often for years.They are about 400 children being nursed there,some of them cut off from their families:polios from North Africa and Black Africa (fewer and fewer of them),traffic casualties ,myopaths, brainmotorial,handicapped etc....An educational system including a Nursery School,a Primary and a High Schools,gathering about fifty specifically trained teachers assumes the schooling of these children in hospital.

In 1975 some librarians and High School teachers started worrying about the fact that those children had no place to themselves outside the medical area.They thought that reading could be the starting point of numerous awakening activities and on opening on to the world;that it was of instant need that the children might meet one another and make use of a cheerful,functional reading room,run by an efficient staff just like all the public children's libraries.The next stage was to make the Council (Assistance Publique) aware of the need and to gather money for the building of a library.A society was founded (according to the 1901 Law on associations) and it still exists under the name of' the Associated Friends of the Library '.

A 120 square meter building on a level was realized by the architect Pierre Mougin,conceived specially to receive handicapped children in self propelling seats or on flat trolleys.The place is wide open, without any pillar or partition,the proper light comes from the roof and the side bay indoors,the entrance doors are self acting,the furniture is adapted.
To run the library the Council created an appointement for a full time librarian and the Friendly Association financed a part-time appointment which the Council has taken over since

medical staffs,nursing students,probationers,retired members. There are various activities;it opens six days a week,there are lending rounds in the services, reception of classes and of single children,exhibitions and punctual animations about a book. The library is part of the network of the (Assistance publique)Council libraries, which is worked by 21 professional librarians belonging to 18 hospitals and by the Central Hospital Library,which manages the budget of the whole system (935000 Fr in 1989) and coordinates its activities.This Central Library is a place of communication and information which is indispensable to the librarians,who meet there every month on a reading comittee and a work session.

I. The routine life of a child in hospital does not favour reading.

Before explaining our work with the children it is necessary to state precisely what the routine is for a child in hospital on a long time term.He is in surroundings where the only cultural reference is television.One can imagine the difficulties hampering his discovery of reading;they occur on various level:

- The motional handicap:a child with an orthopaedic appliance,or with paralysis on all limbs,has very little autonomy it is hard for him to go to the library by himself,he can't hold a book in his hands.These merely technical difficulties may be the easier to overcome:they require more people to accompany the children (a schoolmaster must have two adults with him to take his class to the library) and special material to help reading.

That one is in full evolution and we collaborate with the 'ergotherapeutes'of each service who run these tools:reading racks,prismatic glasses,magnifying glasses,electric turn pages... on the other hand,the library has just bought with the help of the 'Fondation de France' two electronic Handisoft turn pages which are permanently installed in the reading room for handicapped children and adults.Thanks to a very sensitive tactile control, the reader selects the operations:turn the page of a book,leaf through,come backwards.That turn pages is specially conceived for magazines,books of all sizes,strip cartoons.

- The illness and its treatment:children often have heavy treatments and receive strong medicines which perturb their behaviour (tranquilizers, new treatments),their "fatigability" is important.Some have neurologic after-effects due to cranial trauma:troubles of language,reasoning and memory,difficulty of spacialisation.There more is the anguish of illness and hospitalization which is more or less expressed.
- The hospitalization for a long stay:it varies a lot but it can last several years.Fortunately the daily and weekly hospital is developping more and more,allowing the child to come back home regularly while in hospital he can attend school and undergo reeducation.

In 1987 there are 56 day hospital beds for 250 children's beds. But two categories of children suffer from the damaging effects of long hospitalization:children of foreign origin or from the "Dom Tom" (overseas territories) who are separated from their family and cultural environment for several months,the children who because of a heavy handicap are gradually abandonned by their family and grow up in hospital.The last ones have a very strong affective demand and transfer feelings on every adult who looks after them.

The day is divided into periods of treatment,reeducation and schooling.
The child passes into the hands of about ten people every day : nurses,doctors, kinesitherapeutes, orthophonists ,ergotherapeuts, psychologists, educators, who have each their function and a specific activity with him.

Those conditions of life don't create a favorable atmosphere for the emotional and psychological development of children they rather lead to a regression of "l'acquis" (what they have acquired) instability,sometimes emotional disturbance,often big school dificulties (failure in learning to read).
The librarian like the teatcher must take into account those parameters which modify his approach and makes his ambitions as concerns books more humble.
What is a stake in books and written things for those children ?
How is the librarian going to manage ?
Our only references are the experiences made in the youth sections of public reading,they are not really suitable for that environment.
So our aim is to find empirically the means of giving a place to books in those children's lives.The book has a double stake for them:a supplementary chance of insertion in social life and a door open on imagination.

II - The library : a space conceived for the discovery of books

If reader's take so much pleasure in coming to the library and librarians in working there,it's because the space was conceived according to a precise purpose:create a friendly ,light and big enough place,favourable to relaxation and the discovery of books (reading place with armchairs and stereo to listen to music)These characteristics are the first conditions for several activities.
_ Welcoming classes and groups of children (often of about 10)
_ The organization of punctual animations : story tellers, puppeteers,musicians,gathering more than 50 people at the library in a festival atmosphere.
_ Exhibitions lent by neighbouring libraries.
_ Continuous information around themes,such as Europe in 1993 with notice boards,files,posters,models.
Flexible functioning is possible with two posts of librarians (helped by 5 unpaid people).It allows to privilege the weekly reception of classes coming either in the morning position closed,or in the afternoon at opening hours.The librarian is often asked to move by some school teachers who have too fragile children or moving with difficulty,or a room too far away (a service of 50 beds is lodged in the rooms of"lycee Toulouse-Lautrec 6 kilometers from the hospital)
There we must give precisions about the organization of the school system at the hospital.
Elementary and primary schools group together about 50 specialized school teachers and school psychologists; more of them having passed the certificate for teaching malajusted children after "l'Ecole Normale";They are dependant on the town of Paris but each have their structure and their autonomy,their team is animated by a director.The lycee has a different status,it is a sub-branch of the lycee of motor handicapped Toulouse-Lautrec of 'Education Nationale' at Vaucresson.
Teaching is organized by levels and ages,but they don't correspond much to traditionnal levels.There are several adaptation classes,workshop classes,and groups of personnalized teaching for the taking charge of difficult cases.

class,there can be children of different services heavy and light motor handicapped able-bodied,which creates active stimulation among one another.
In our work there are four types of experience which correspond in fact to key stages of the childrens development and their schooling.

3-5 Years old (nursery school) make them discover the thing: a book,and the place : a library.

6-8 (stage of learning reading and writing) incite the demand for stories and develop imagination.

7-14 (mastering reading) start the pleasure of reading.

12-16 (lycee):be autonomous before the amount of books.

1 _ The Nursery School age

Coming to the library corresponds to a double discovery :that of a new space which is neither the hospital room nor the class room,that of an object,the book,which is there for them.Even if the child is very handicapped (in a chair or unable to speak) he has a great desire of freedown as concerns the book,he wants to choose it by himself,take it,touch it then have it told by an adult with whom he will have a personal privileged relation.
When that discovery is integrated ,you can tell a story to the whole group.We realized that the visual support was very important.Their vocabulary being limited,the story goes through the image.Tales on slides are a great success and are often used . Our best-seller is the Christmas tale : " Doudou Blanc " drawn by Michel Gay (Publisher Fontanille) told dozens of times.

2 _ Primary School

The child in primary school makes a distinction between school and library.The first is the place of learning .The second that of a regular awakening activity in which he has the possibility to express himself through the choice of a book or a cassette record,and in which he has lots of freedom, he can come back by himself or with a schoolfriend without his teacher.
We sometimes go into classes with a basket of books,children are eagerly waiting for us and ask for our visit (weekly or twice a month) It´s a moment of relaxation and listening.The situation is more intimate than at the library and the aim more precise,we come on purpose to tell them a story.It´s like a reward. If they liked the story,the children take real pleasure in reading it during the week by themselves or with others without the teacher.For children who are in a learning stage,we try to provoke the demand for stories (a supplementary motivation to learn reading),to make them discover the play and magical aspect of books. To read a story is to escape from the walls of the hospital,it is being in the situation of knowing something else.
To succeed in this operation,two requirements must be taken into account:the choice of albums and texts must correspond to their desires,to their center of interest:humorous books,frightening ones (stories of witches,magicians) which present children in the situation of heroes to whom they can identify themselves (a paraplegic girl of 6 was fascinated by an album of M.Gay :Express Rabbit.She identified herself to the agile rabbit who darted on his roller skates in the streets of the town.That represented every thing she couldn´t do)

_ The importance of language: they understand concrete language.

On that point there are sometimes differences between librarians and teachers.We don't want to simplify a story because the child won't understand it.To remove difficult words may take away the magic of the poetry of a text,it's better to explain them.It's up to the adult to catch the interest of the child and help him to understand the mechanisms and the meaning of the story.The teacher's approach is sometimes too narrow:we wants to put the child in the situation of understanding everything even if it weans oversimplifying a story and talking off all its spice.
Those remarks raise a major problem;that of the adaptation of the present literature for young people to children having problems of language.We are daily faced with that problem with teatchers or parents.What can be offered to a 14 years old child who doesn't read very well and has big difficulties in understanding:the albums don't correspond any more to their centers of interest and the books for adolescents are too difficult.
To compensate for that,we increased the possibilities of approach of books by constituting a fund of cassette records and cassette books (tales and novels)
It's a great pleasure to come and listen to a cassette at the library (HI.FI with two headphones).and ,after that,to take it in his bedroom.
Listening as well as pictures is complementary to a book.That fund is still insufficient because the choice offered by publishers is very limited.
Play books and japanese theatre (Kamishibai,Gallimard) form the subject of very interesting experiences.Children want to be the readers of the story and pass the illustrations to the spectators.They are entirely active and avoid the mediation of adults,for them it's very rewarding.
We first try to start reading as a pleasure,and we are opposed to a systematic pedagogical exploitation of the library activity,for books must keep attractive,which does not prevent from organizing with the teacher a more elaborate project about books.

3) Secondary Schools .

Secondary school classes have a very small number of pupils from one to six.They come irregularly to the library for several reasons : young people can go there by themselves easily and techers have heavy timetables and programmes .However when the teacher takes his class,he always has a precise pedagogical aim.Here are two examples which illustrate each a different approach.
The French teacher (3egd and 4 egd grades)make them choose a novel preferably by a francophone author,to have them write a reading file.That choice is made with the help of the librarians who present a certain number of authors or titles . It's the occasion for an exchange about what they have already read or learnt.

The 6egd teacher (French ,history,geography) asked us to initiate his pupils to the research for information in a documentary fund.Each child had to make a small file on the job he would like to do later.That allowed them to discover the functionning of author and subject matter files,of encyclopedias and dictionaries of magazines for young people . That reseach was animated by the librarian and the teacher,and developped for several sessions for the children progressed with different rythms.

3_ Librarians and teachers :collaboration and adaptation

Those are the two factors of success in all the activities undertaken together.At the beginning of the school year,we invite the new teachers to get acquainted with the library.We are very keen on sparing a period of dialogue with each teacher outside his class to know his desires,explain the ressources of the library,make him discover Children's litterature (they Know the classics but very little contemporary publications),define' with him a library activity compatible with the level of his pupils and with his timetable.

With some teachers who want it we realize more important projects,the story which is told becomes the starting point of a work of language creation,corporal or artistic expression.

We had told a tale with slides: " Umberto,Umberto d'Y.Niore " (Fontanille) which tells the adventures of Mr and Mrs Ploumere on a trip to Venezia where they get robbed by a golden voice gondolier,Umberto.That amusing story,full of suspense was re-written by the CE1 Children who had listened to it.Each sequence was drawn by a child with the help of the art teacher on colour paper.The whole work was binded to make a big book which was exhibited at the library and at the school bazar at the end of the year.

_ In a CM class the book by Pef and Bichonnier "The king of the good" ,inspired a small play.I was at the origin of the first stage,the choice of the book and its reading during my weekly visit.The aim of that operation was mainly to give each child,according to his handicap,the possibility of beeing a creator,of developping through playing oral or gestual expression,which was not obvious for children in wheel-chairs or having coordination problems.To make them progress,each scene was filmed at the camescope and was shown to them at the end of each session.At the end of the school year ,the class gave two performances : one at the library,the other at the school theatre,all the children and teachers were invited.

One must realize that these two realizations are the result of several months of work for the children and teachers but they show the interest of organizing a project in several stages with different partners.They showed me that creating is rewarding specially in hospital.The child has a proof that he can achieve some thing.

The library also takes the initiative for organizing punctually animations.In october 1988 we called the Theater Company of the 7 lieues who put on stage the album by "Binette Schroeder :Fleur de Lupin " All the children provided with schooling attended the performance at the theatre. They could talk with the actors who showed them the mecanisms of the settings and their costumes.

The second stage was the discovery of the album we gave to each class:The children could compare it to the play (illustrations,changes in the story) and the impact of the performance and the story was important in their imagination.

Last year it was a musician P.Desmas who came to present his music instruments,and sing at the library.It was for many the occasion to see those instruments for the first time,to listen to their sound,and even to try them.

Those animations of one day are always prepared with the teachers and are the occasion to take out of our fund all the books related to them.They punctuate the children's lives at hospital and are for them privileged moments during which they forget

special budget for animation.The cooperation with the teachers is not without difficulties.The frequent renewal of part of the team obliges us each year to convince the newly arrived who often have never worked in hospital.
There is also a difficulty of living of the teachers for whom it is difficult to find his place in the service and whose work is not always recognized as it should;the medical aspect is more important than the school one and very often children are called for an exam or reeducation during the school hours.The teacher has very seldom his whole class. There are also difficulties of communication between two administrations whose relation is etablished by a very old and out model, the old and scattered school building illustrate that fact.
That cooperation with teachers is formative for librarians because they inform us about, The handicap and the possibilities of improvement for each child.But we would like to go further,participate in the team work of the service to the therapeutic and social reinsertion project for children and adolescents.

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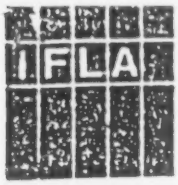

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TELEVISION AND VISIOPHONIE--THERAPY AND MASS MEDIA

Trousseau Hospital's experiment.
Trousseau Hospital is a children's hospital in Paris.

Jean-Pierre SEGUIN
Chairman of "Association of Trousseau Hospital Friends"

IR053257

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TELEVISION AND VISIOPHONIE--THERAPY AND MASS MEDIAS

Abstract

To stop the isolation of very ill children, to make them able to communicate among themselves, to see and hear the same amusing and cultural programs than the other children, that was the wish of Trousseau's Hospital team.
With the help of financial partners as well as manufacturers, they organised a private circuit of communication connected to a television and visiophone terminal.

Since 1985, the network has been operational. In some sterile rooms for very severely burnt patients, visiophones with cameras and telephones make it possible for children to communicate from one room to another.

During school time, teaching television programmes are supplied to the little patients. Today, this experience which, at its begining had a lot of supporters, is in danger because of the lack of supervision and reviewing of the hospital system.

We hope that the IFLA meeting will encourage the development of this unique experience wich enables ill children today "to no longer be isolated from the world".

Jean-Pierre SEGUIN
Chairmann of "Association of Trousseau Hospital Friends".

TELEVISION, VIDEOPHONIE AND MASSS MEDIA USE IN THERAPY
TROUSSEAU HOSPITAL'S EXPERIMENT

In 1981, the Chiefs of the department in the Trousseau hospital tried to show the hospital managers how it would be useful to set up a television distribution system in the wards for children being treated in the hospital.

After a period of reflexion about the most efficient way to program that organisation, they decided to install cables capable of diffusing broadcast T.V. and a choice of this films specially suited for children's needs. These films are easy to buy, to rent or can, even, be made in the hospital itself. More over, a television network was established in order to answer children's specific needs when they are isolated by being under medical treatment or handicap.

This network was also established in order, for them, to follow a teaching programm and to communicate from one room to another and with the nurses.

The D.G.T. (Délégation Générale à la Télécommunication) took a special interest to the television network plan which, at that time, was quite a new thing. It was offered to hospital managers to take charge of a large part of its cost,its developpment and its installement.

Other institutions such as "La Fondation de France", La Caisse d'Epargne de Paris, La Caisse des dépots et Consignations, La Direction du Livre, La Ville de Paris and so on, also participed to the programm.

The Administration finding it difficult to run on its own the multiple and diverse assets (more than 500, 000 FF), and an "Association of Trousseau Hospital friends" was established. This association was in charge of the budget and shared the responsability of the plan's well fonctioning.

An agreement was established between the two partners the 20-03-1987, stipulating that the equipment would become the hospital's property.

It is evident that such a development, especially on the visiophonic plan takes a long time to be realised.

The whole net-work was inaugured the 19-03-1985, and altough the "Television broadcasting "was quickly operational, the visiophonie remained, for a long time, an experiment and still is in many points of view. Nevertheless, in spite of inefficiency, the new system gave satisfaction for many purposes.

Throught it, the little patients live a more humanising experience at the hospital.Their stay appears to them shorter and less different from every day life, because teachers, occupational therapists, volonteers see to it that specially selected T.V. programmes ar shown therefore giving the children the possibility of seeing only without any discrimination.

The film stock which had been bought, borrowed or created gives them the opportunity to watch more amusing and cultural programms which are highly appreciated. At last, the hospital teachers are helped by this organisation. Their lessons are reinforced by pictures, becoming extremely livy and now all the children can follow them, not only the children who are able to go to the classroom, but also those isolated in their rooms can follow these lessons on the T.V. placed near their beds.

This being done, Trousseau Hospital became an experimental place for National Education and the CNRS; these good results are setting the exemple.
That is true for all the hospital institutions, especially for children hospitals and for elderly institutions where people stay a long time.

From now it is quite evident that none of the new institutions should be built without offering the same broad casting services than at Trousseau Hospital, the first service which proved its utility.

But there are still many difficulties preventing the teledistribution to give the best results expected. The technical solutions don't provide enough service sure anddurable to answer to special needs of the hospital.

More over they are not adapted to the overworked staff having to assume too many services, patients handicaped by illness or phisycally and specially children or elderly people who are not familiar with the fragile and complicated equipment.

Therefore an enormous work of specific training and adaptation still remains. its succes depends firstly on a very close collaboration between

3) Learning softwares: an intelligent System to learn arabic grammar the SEAGA system which will be used in Tunisia

III - PLANS FOR THE FUTURE

- Realizing new means of input for mathematics which will permit to obtain ASCII data not graphical data
- Producing a complete musical system which will permit

the input of scores from:
codages
graphical support
an electronic piano

in order to obtain:

- the braille transcription of scores
- the graphical output of a score when the composer is blind
- the output on an electronic piano with the collaboration of the CHERUBINI Music School of Florence
- The teaching of Harmony with the help of an expert system.

As for SEAGA this musical system will appeal to the Synthetic Speech to help the blind user (it is the screen reader EDIVOX commercialized by Elan Informatique Manufactory of Ramonville Saint-Agne near Toulouse)

These different types of research enabled us to meet foreign teams from:

- Great-Britain
- Germany
- Italy
- The United-States
- Canada

For Canada a convention was signed to implement the braille grade 2 braille on a PC. Close links were established, it is a positive and fruitful collaboration.
These different contacts, these common works, were an enriching experience for me and particularly stimulating on the Research

Besides these international exchanges led to the fact that I was contacted in 1984 to be a member of a EEC Concerted Action which was then called "rehabilitation and Blindness" and as been recently "Technology and Blindness".
I am working with European colleagues and we share the same rigour concerning the braille documents and the same aims for the future. Through these meetings an international research musical group was born. The countries concerned are: Great-Britain, Italy, Germany, Denmark, Spain, Canada and France.

IV - RESULTS OF TOBIA CENTER CONCERNING THE EDITION

As we have explained before, considering the poor means we had it was impossible for us to satisfy all the needs. Our efforts have disguised the real situation we needed more means (as the searchers had to realize all that the typist could not. We asked for more help and more staff but in vain, which was a pity. So our new aim was to tranfer our knowledge to create a braille printing center outside the University which would use TOBIA realizations (on an almost industrial level).
The 1901 Association law : C.T.E.B. (Centre de Transcription et d'Edition en Braille) was born with the financial help of the Ministries of Culture of Education and of Paul Sabatier University.
For financial reasons this center cannot yet realize individual transcriptions. Therefore it proposes to regroup the similar needs. TOBIA has to do the research and the maintenance of its softwares. That is why it cannot satisfy all the student needs. So it helped to set up a "self service" room for the Blind students of the Paul Sabatier University.

V - AUTONOMY OF THE STUDENTS

A "self-Service" room has been opened with the help of MIG (Mathematiques, Informatique, Gestion) of the Paul Sabatier University.
In this room the students have at their disposal:

- A micro-computer connected to the big computer Center of the University and giving access to several files created by

- A micro-computer connected to the braille printing device.

Both computers are equipped with a synthetic speech. So the Blind students have the possibility to choose which part of the documents they want to be transcribed into braille.

TOBIA team is at their entire disposal and intervenes when necessary.
TOBIA still ensures the transcription of exam subjects, some basic documents and continue to honour its previous contracts.

CONCLUSION

The result of these 12 years is positive from the edition point of view.
TOBIA with few means has very soon proved the efficiency of informatics in the Braille transcription.
It began with simple informatic means:

- punch cards allowing to input capital letters only and very few accents and punctuation marks like ; ? ! etc...
- Braille edition with "fortune means" TOBIA team appreciates the microcomputer's era and the new means being on the market that is to say: optical character recognition, rapid braille printers, etc...

On the research level the help brought by the SESORI contract and financial helps from the Midi-Pyrenees Regional Council have permitted to develop softwares in several areas.

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IFLA:s SECTION FOR LIBRARIES SERVING DISADVANTAGED PERSONS

A presentation

by

Gunilla Malmgren-Neale

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Библиотечных Ассоциаций и Учреждений

SECTION FOR LIBRARIES SERVING
DISADVANTAGED PERSONS

IFLA:s SECTION FOR LIBRARIES SERVING DISADVANTAGED PERSONS

A presentation

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Gunilla Malmgren-Neale

Most of us tend to take the ability to read for granted. Yet it involves a complex intellectual process and needs to be acquired and practised. It doesn't always come easy. For many people, reading is made more difficult, and sometimes impossible, by various forms of handicap.

This might be a sight impairment or a functional disorder which makes it difficult to comprehend the language itself e.g. deafness acquired at birth or in early childhood, mental retardation, aphasia etc. It can also be a more or less temporary disorder due to illness, medication, tiredness and so on. Reading handicaps are also taken to include restricted access to books due to a stay in hospital or other health care institution, in prison or other correctional establishment, or when a disability and/or old age prevents a visit to the library.

In addition, the design of the library building, the lack of suitable media as well as inadequate knowledge and experience of the library staff are other obstacles that are not easy to overcome for a person with a handicap.

The first librarians to come in contact with the various forms of reading difficulties were no doubt those working in hospitals. Thus it was that the promotion of technical reading aids and the production of specially adapted media became matters of great interest to this group. From this interest, it was natural that a special organization within IFLA should develop. It was also natural that it should grow from a sub-committee for hospital libraries into today's Section which covers most categories of disadvantaged persons who for one reason or another are unable to make use of conventional library facilities.

Hospital libraries first received attention from professional librarians in the early 1930s. At the 1931 IFLA Conference in Cheltenham, U.K., it was decided that a Sub-committee for Hospital Libraries should be set up.

In becoming the independent body it is today, the Section has, over the years, undergone several organizational changes. Originally the Sub-committee for Hospital Libraries, it later became a sub-section of the Public Library Section under the chairmanship of Frank Gardner (1963 - 1969).

Frank Gardner, who was the chief librarian for Luton, a region of London, had built up a library service to patients and staff in four hospitals in the region and conducted a survey of hospital libraries in Britain. He considered that hospital libraries should be run by qualified people and that the standard of the book stock should not be lower than at the public libraries. As Frank Gardner was chairman of the Section, the developments in England had a great effect on the international plane too.

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During the 1970s growing international activity placed greater demands on IFLA as an organization. It needed a broader, more solid structure. In 1976 a thorough restructuring took place to produce the IFLA organization of today.

In this rearrangement, the Libraries in Hospitals Sub-section gained the status of independent Section under the Division for Libraries Serving the General Public.

FROM HOSPITAL LIBRARIES TO LIBRARY SERVICE TO THE HANDICAPPED

As mentioned earlier, it was the hospital librarians who first identified the various types of disease and disability that could hinder a person from reading or render it more difficult. The public libraries had begun to set up departments to serve those people who found it difficult to get to the library themselves and therefore needed the service in their own home. In many cases, these dapartments were also responsible for the administration of the hospital libraries as well as the book provision.

At the Section's meeting in Brussels 1977 a new name and terms of reference were adopted. The new name "Library Services to Hospital Patients and Handicapped Readers" ended the confusion as to whether hospital medical libraries were covered by the Section.

As far as library services are concerned there are many disadvantaged groups in society e.g. people in prisons and other correctional institutions. In the beginning of the 80s it became evident that prison libraries needed the support of the Section to be able to form a working group.

To be able to incorporate prison libraries and provide the flexibility to cover any future needs of other underprivileged groups the Section, with the approval of the Professional Board, changed its name in 1984 to Section for Libraries Serving Disadvantaged Persons.

The present Terms of Reference were introduced in 1984 and read as follows:

"The concern of the Section is service to those members of the community who are not able to use library services available to others (hospital patients and people in penal institutions) or who have difficulties in using general library services (housebound and elderly people) or who need special library services (mentally and physically handicapped, including the deaf).

The Section is concerned with resources for groups of people whose reading abilities may be impaired. Furthermore, it deals with physical access to library buildings and collections, and with reading aids for physically handicapped users. The Section also deals with the improvement of hospital patients' libraries and the promotion of professionalism in this field."

ACTIVITIES OF THE SECTION

The active years of the Section began in the mid-1960s. Since then the Section has been involved in many different projects.

Standards/guidelines

In the 1960s the Section produced the first standards for general hospital libraries which were published in the Unesco Bulletin for Libraries 1969. The standards covered staffing levels, training of staff, bookstock, accommodation, equipment, finance etc.

In 1977 it was suggested that the Section's standards should be revised. A paper surveying the situation was presented in Strbské Pleso by Jean M. Clarke, then chairman. Following the agreement that a revision was due, a working party was set up in 1979.

The resulting "Guidelines for libraries serving hospital patients and disabled

persons in the community" were published as No. 2 in IFLA Professional Report Series 1983. They cover not only general library services to patients and staff but also services to housebound and handicapped people. In addition, they include a section on the organization of hospital and welfare departments within the public library service. They also cover the education and training of librarians working in this field of librarianship.

Information, communication

In order to improve information and facilitate communication between members, the Section started a News Bulletin in 1966. It was produced by the Secretary once a year. The name was later changed to Newsletter and at present the ambition is to issue it twice a year.

International bibliography

One of the most important aspects of the Section's work is to compile references to the literature in the field. In 1977 "Hospital and welfare library services : an international bibliography" was published. It was a project started by Mona Going, later handed over to Eileen Cumming. It contains 2,164 entries up to 1973 and illustrates the different aspects of library services to patients in all types of hospitals, the housebound, the elderly, the physically and mentally handicapped, both in hospital and in the community.

A list of papers given at IFLA Conferences 1965 - 1988 has recently been compiled by the Section's Secretary, Phyllis Noaks.

Survey of services

In the mid-1970s it was felt that the Section should compile a collection of national statements on the status of library services to hospitals, institutions and the handicapped. Correspondents were asked to provide the information on, for example, population, percentage of hospital beds, legislation, organization of the work, book acquisition etc. Eight replies were received, covering the period 1974 - 1976. They were edited by Petra Leeuwenburgh, then chairman, and published in 1977.

Reading aids

For many people with handicaps, temporary or permanent, in hospitals, institutions or in the home, reading aids are essential. Provision of suitable aids or the information about how to supply the reader with them is of utmost importance to librarians in this field. The correspondents' information on technical reading aids was compiled by Jean M. Clarke in the International Directory of Technical Reading Aids 1974.

With the advent of aids to communication, particularly those that are computer-assisted, a giant step has been taken towards integrating the handicapped into society. The Section is constantly keeping track of innovations in this area and reporting about them at IFLA meetings and in the Newsletter.

International courses

For librarians working in specialized fields like hospitals and other health care institutions there is a great need for the exchange of ideas and experience, support from colleagues and the updating of knowledge.

The first international course in hospital librarianship was held in London, England, prior to the IFLA General Council Meeting in Liverpool in 1971. This was a joint venture between the School of Librarianship, Polytechnic of North London and the Section. It was organized by M. Joy Lewis, Chairman of the Section and Lecturer at the school.

The next course took place in Stockholm, Sweden, in September 1982. It was sponsored by the Nordic Library Associations and Library Centres. Participants - forty in all - came from 15 countries. Thanks to grants from the Swedish Institute four librarians from the third world could follow this one-week course.

A vigorous offspring

When IFLA met in Washington in 1974 the then Sub-section was approached by F. Kurt Cylke, Head of the Division for the Blind and Physically Handicapped, Library of Congress, U.S.A., about the possibility of an international platform for libraries for the blind within IFLA. The Section agreed to give the proposal its support.

In 1977 a Working Group was set up. This later became a sectional Round Table and finally a Section in its own right. With the strong support of libraries for the blind from all over the world this new Section soon became one of the most active sections in IFLA. However the separation fragmented somewhat the library services to the handicapped. For the whole range of handicapped readers it is very important that the two sections work together.

Widening of the area of responsibility in the eighties

The 1980s have seen a growing awareness that many handicapped people have a very poor or non-existent library service. The Section has specially focused on two groups: The deaf and the mentally handicapped. Another group of disadvantaged readers are prisoners. With the new name and the aforementioned terms of reference adopted in 1984 the Section was able to start new projects in those areas where promotion of library services was urgently needed.

Working Group to Identify the Library Needs of the Deaf

The WG has been established to look into the problems that deaf people have in making use of library services. It came into existence at the IFLA meeting in Munich, 1983, following a persuasive presentation of the difficulties involved by William Anderson, Lecturer at the School of Librarianship in Leeds, U.K.

After a very promising start it has proved difficult to obtain funding for projects. Guidelines for library services to the deaf are under preparation.

Working Group on Easy Reader Publication

For the whole sphere of interest covered by the Section, it is of utmost importance to promote the publication of easy readers. The pre-lingually deaf need easy-to-read books. So do many other handicapped and disadvantaged persons, e.g. the mentally retarded, people suffering from aphasia, dyslexia, concentration difficulties due to illness, medication, tiredness or old age, newly arrived immigrants, semi-illiterates etc.

Already in 1978 the Section agreed on a joint project with the Section of Children's Libraries to produce a guide to the selection of books for mentally handicapped children. The product "Books for the mentally handicapped : a guide to selection" was published as No. 1 in IFLA Professional Report Series in 1983.

At the IFLA meeting in Brighton, 1987, a Working Group for Easy Reader Publication was set up. The first objective of the WG was to arrange an international seminar. It was held in Tilburg, The Netherlands, on 12 - 13 December, 1988. The papers given at the Seminar and the results of the discussions will be published this year. A workshop will be held at the IFLA Conference in Paris with the object of discussing and formulating a strategy for future international cooperation.

Working Group for Prison Library Service

One of the Section's sessions at the IFLA meeting in Chicago 1985 was devoted to prison libraries. At this meeting a working group was formed. In Brighton in 1987 the first international seminar was arranged. The second seminar is going to take place before the IFLA meeting in Paris this summer at Cité des Sciences et l'Industrie. Guidelines are under preparation.

Patient information

The Section has taken an interest in health and medical information to patients.

It has already been the subject of papers at the Section's sessions and will no doubt receive considerable attention in the future.

Today and tomorrow

The Section's progression from a body mainly dealing with library services to hospital patients and the housebound to a platform for promoting services to all forms of disadvantaged people has led to a period of revitalization.

During the past few years great efforts have been made to strengthen the Section's Standing Committee. It has now 16 members from 11 different countries and corresponding members from another two countries. It is a strong committee with expertise in all the Section's fields of interest.

Provided funding can be obtained the Section is planning to produce guidelines for library services to the deaf and to prisons as well as criteria for easy reader books. Furthermore the Section hopes to undertake an international survey of the status and activities of hospital libraries today and in addition publish a handbook for library schools and in-service training "What every librarian should know about the library needs of the disabled".

Next year in connection with the IFLA Conference in Stockholm the Section together with the Section of Libraries for the Blind and the Round Table of AV-media will arrange a satellite meeting on the theme: Breaking down communication barriers. The object of the meeting is to present the aids and special media available on the market for different handicap groups. The new technologies are fast being adapted so that handicapped people can be integrated into society. To help and speed this process must be the main objective of the Section in the years to come.

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Chairpersons 1963 - 1989

Frank M. Gardner 1963-1969
M. Joy Lewis 1969-1972
Petra Leeuwenburgh 1972-1977
Jean M. Clarke 1977-1981
Phyllis Noaks 1981-1985
Gunilla Malmgren-Neale 1985-1989

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ACCESS TO INFORMATION FOR VISUAL IMPAIRED STUDENTS IN UNIVERSITY ENVIRONMENT

(The situation in Germany)

by

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Meeting 119

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Let me start with some rough figures to illustrate the German situation and to background the following remarks. -

The FRG with it's 61,5 Million inhabitants gives 1,4 Million students at 240 Universities (of different nature - among them one correspondance school) in 140 towns the opportunity for an academic education. Although no reliable statistics are available about handicappped persons, there is a fair estimate of blind and severely visually impaired students ("VIP" : it is reckoned that (out of the total of 75000 blind) up to 400 vips are attending some 20 institutes. (Future research, that is under way, may prove or better this statement.) Among the handicapped it's to say this category builds the largest group and the most active, too. They strive in ca. 60 subjects for an academic degree. The allotment of interests show the focus with the humanities; but natural, science including informatics, is choosen by over 20 visually impaired; their number is growing.

On the average between 30 and 40 blind youth pass examinations at the German Institute for the Blind/ BLISTA (the one and only specialized secondary school in German speaking countries -, disregarding the (East-)German Democratic Republic); how many blind turn out from integrated schooling, that is practized, too, is not known exactly, may be ca. 10 each year.

To get a study place in the past has not as much been a problem, as it is to find a job afterwards.

Higher education of the blind on a broader bases started with the foundation of BLISTA in 1916. Successfull study on each level is only possible with an unhindered access to information - at that time stored between book covers. Those books had to be read to the blind student or transcribed into braille. - To allow an independant reading a scientific braille library was founded and still exists.

Rules for transcribing books in a suitable format, matching totally the print original, were acquired and - with some adjustments - are valid up to date, only now being under revision due to the demands (and as a consequence) of computerized braille production. - Cataloguing all existing material was the next step. A Union Catalogue (893 p.) of the holdings of all (then 12) braille libraries throughout Germany, was published in 1931 but became obsolete by world war II., only being now an impressive relic - and an incentive to tackle this task again in the next future. (Next to paperless-braille information, now, the talking books should - of course - be included and electronical media kept in mind).

Since the midfifties learned and academic books are the special working field of the newly established German Talking Book Library (Deutsche Blindenhörbücherei/ DBH), also being a department of BLISTA now.
Concerning the talking books in German language, offered by the libraries for the blind, the data of a computer-based union catalogue are available in print, paperless braille braille and ASCII-file. The catalogue was originally set up in 1958 at the secretariate of the Working Group of Talking Book Libraries (Arbeitsgemeinschaft der -deutschsprachigen- Blindenhörbüchereien/ AGHB) at Marburg. - Unfortunately neither this editions (345 p.; ca. 28.000 titles for the book, ca. 32.000 with the database) nor the listings of the DBH (262 p.; 6000 titles) - among them ca. 1000 meeting the needs of scientific working technics) meet the criteria of reliable quotation, which is vital for academic students.

Due to the delicate subject of statistical matters in the public we do not know the exact number of visually impaired students among our patrons (in total 6500 for braille), 30.000 for talking books); but it is for sure that it would be more, if additional titles would be available. For the time being, BLISTA, the main producer of such material, cannot turn out more titles as ca. 120 in braille and 200 in talking format each year. (Books for the general public and leisure reading are included.)
It's easy to understand that the supplying with learned books and academic material has necessarily to be bettered to meet the ever enlarging demand: the number of students is growing and the fields of scientific learning became broader as well, more information than ever has to be mastered. To fight this emergency, an academic recording service for scientific literature, (Aufsprachedienst für wissenschaftliche Literatur/ ADW) was organized by the Association of the Blind Intellectuals (Deutscher Verein Blinder und Sehbehinderter in Studium und Beruf/ DVBS). Rules for recording, insuring correct quotation, were set up and civil service employees and volunteers trained as narrators with regular ("Philips-Cassette-")recorders used as equipment. The student has to send the print book and gets the audioversion at the cost between 5,-- and 20,-- DM (equals US $ 3,- to 10,-) per C90 cassette.- (No scientific books are double in price. - The service in principle is similar to Recording for the Blind in the USA.)

By now 2500 titles are available; they may be bought by other libraries (for DM 30,-- = US $ 15,-). 5 similar private services are available by now; their production is not yet documented at a central catalogue, whatsoever.

For braille BLISTA always had offered a transcribing service, based on typewriters or later using hand operated (6-dot-keyboard-) data entry-devices in connection with direct to paper embossers. The service

had a pagebased fixed price, the students were not able to pay in each case and, in addition, production could not be as quick as demanded. To become faster a KDEM was installed in 1984, an independent production unit of it's own organized within the BLISTA publishing house: the Individual Printing Service / IPS. Trusting in a very reliable transcribing software, prices were reduced to a minimum (DM 0,25 per braille page, US $ 0,10). But things turned out different than hoped: due to the complicated lay outs (optical elements, paragraphs, footnotes, print in columns etc.) the varying number of additional graphical signs (especially in natural science books), the mix of languages with different characters (linguistic titles), and bad print quality bring a bulk of problems that can not handled without quite an amount of manual interference. So prices had to be adjusted depending on the individual book, but hey are still subsidized.

For copyright reasons the procedure is handled likewise to talking book recording: the customer sends the print edition, IPS reviews the technical problems and guesses the amount of work necessary. Thereupon the price is fixed in steps up to DM 5,-- (= US $ 2,50). The better the quality the higher the fee; the client has to decide before he orders. Originally a service for the academical students, the analysis of the jobs done, shows that professionals are the biggest clientele. Since they often have a PC-based working unit at their office (not yet very common among students especially in the humanities, only students in informatics make a difference), the demand for paperless braille (soft copy) and ASCII-files increases.

Next to these first two supply centers local activities tried to better the learning situation of the VIP. They resulted from (mainly) private initiative of persons concerned and depended more or less on the random existence of blind students: a brailler here and a volonteer reader there or a special room for undisturbing work at another place. With the outcome of electronical devices a KDEM (with speech output) was offered at one library - an Optacon at another alma mater. When terminals for the blind became available and the prices for personal computers went down, respective working places were furnished - first at technical universities. Some schools equiped working rooms with PCs for general use, where VIPs could hook on provided a tactile display was interfaced.

The growing technical possibilities went together with changing attitudes towards the handicapped in public opinion and political bodies (integration). The International year of Disabled People (1981) sharpened the consciousness of everybody and the claim for better access to literatur respective information found a growing obligingness by the local academic authorities. Since the responsibility for the universities is not with the

Federal Government but falls under the law of each of the 11 German states, no overall power was streamlining the scattered beginnings.

To step out of the more or less incidental care taking, often having an unwanted welfare touch, the handicapped students organized themselves in local pressure groups (Interessen-Gemeinschaften/ IG); among them the blind became one of the most active parts. - Soon they founded own groupings which held (since 1983) annual seminars on better acquisition of literature. For coordinating purposes they organized a nationwide working group (Bundesarbeitsgemeinschaft zur Literaturbeschaffung für sehgeschädigte Studierende/ BAG). Guidelines for recording and transcribing academic titles have been worked out (anew) and the idea of central production facilities was (once again) born and persued hence.

What could to be realized up to now was a kind of an union catalogue of recorded materials for the blind (since 1984). Since not yet all university libraries, let alone other producers, report their titles, only 210 books and 70 (longer) essays are documented (1989) out of an approximate total of 500 titles (estimate; only academic libraries). But at least a VIP can consult this database to find out if and where a title could be found.

Last year the situation has changed. Initiated from Marburg and here especially by the library of the university a project was started, aiming at a better supply with and a broader access to literatur.

Since 1916, this Hessian town houses the only secondary school for the Blind and provides learned and academic books (audio and tactile format), produced by BLISTA; a a union catalogue of (general) talking books is available, for braille books it is under way. In Marburg you find the Association of Blind Intellectuals, running a successfull recording service.

The university is one of the oldest in Germany, offering nearly all subjects besides (applied) technical sciences and veterinary medicine.

Although the VIP can choose, where to study, one third prefer to stay at (or come to) Marburg. Living quality is high, the community does a lot for "their blind" out of tradition; the university dominates public life to a great extent.

The Marburg students had a high interest to bundle the initiatives already there into one effort, so to find resources for an attempt in optimizing the access to information. They kept in mind the benefit of all visually impaired students throughout Germany and will avoid any restriction to other services: these should be encouraged

and profit from the pilot project.

The lengthy titel of the model reflects the aim: "VERbesserte VErsorgung blinder und sehbehinderter Studierender mit Studienliteratur/ VERVE" - or translated: "BEttered Supply of Blind and Visually Handicapped STudents with Studying literature /BESST"? (What means: a (fairly) good service could need some bettering ...) The plan was approved by adminsitrative bodies of the Hessian and the Federal Government; execution was given in the responsibility of the library of the University of Marburg, that cooperates closely with BLISTA, and work started early this summer (1989).

The main targets are as follows:

first of all it's the provision of more titles adequately recorded, respectivly transcribed, to meet academical needs;

secondly the service has to be integrated into the existing structures of Germany.

Thirdly the project will not substitute endeavours already there, but supplement the different local activities being started prior to BESST.

Fourthly the implications of new technologies have to be investigated. It is well understood that the project cannot make up for all shortcomings but it will better the situation.

The project is planned for 5 years (3 plus 2 optional; 1989-93) and money was made available from public and private resources totalling ca. 3 million DM (= US $ 1,5 million). With this amount personal has to be payed, special equipment bought and cost for the production, to be done by subcontractors set aside. With that materialistic background, new production facilities have to be rented equipped, and research on related topics brought on it's way; finally data collected to get a reliable bases for future work after 1993. (Where lie the real needs? What is feasible?)

The material will be produced and / or provided in all suitable formats: audio (on cassette) tactile (paper-braille, relief), optical (large print) and electronical (for varying output); the testing and handling of mixed forms will be of special interest to balance the drawbacks connected with one or the other media.

A first (but comfortably to handle, since aimed at practical points) task will be the administration of the work at the own university library and with the cooperating institutes in the town. The next step, the

coordination with the work of other universities and at other places will be more difficult: many diverging interests have to be harmonized to one end.

To interface everything in an approbiate way the management of BESST is assisted by three bodies:

- a working group of visually impaired students from different universities;
- an academic board supporting research activities within the Marburg alma mater and
- an advisory board composed of representatives for institutions and organizations of and for the blind, for public and political bodies and groups, supporting the aims of the project as well.

For the real, actual work the following persons are projected as staff:

- co-ordinator, also responsible for conception and planning (a visual impaired plus a sighted reader);
- head talking book production (as focal service; determination of the production);
- academic librarian (book selection; priorities; copyright; cataloguing rules; customer relation);
- programmer (preferable a blind);
- practical librarian (information; ordering; cataloguing);
- draftsman (relief production);
- students (6) as technical assistants.

With these thirteen persons and with the support of other manufacturers 300 audio titles are foreseen each year (totalling 1350 over the running time of BESST). - For braille books and tactile material no figures are available at the moment.

The planned equipment consists of:

- 4 recording studios (cassette machines);
- 2 duplicating machines and
- 1 PC

for the talking book section. - The computer based braille production will be equipped with:

- 2 PC, interfaced to the university's main frame;
- 1 scanner;
- 1 braille embosser (2 sided);
- CD-ROM equipment;
- 2 complete working stations for blind students and
- 1 laser printer (large print).

For tactile graphics it's foreseen to have:

- 1 copying machine and a fuser for swelling paper;

- 1 Thermoform;
- 1 PC and
- 1 braille printer.

A special building has been rented and the unit soon will come into full swing, when the preparatory phase ends in December this year.

Next to production the distribution of the books (integrated into the regular holdings) has to be organized; direct mailing, as done by the libraries for the blind, seems the most convenient way and faster than the interlibrary loan, used normally between German academic schools. But this is not totally in accordance with the BESST-philosophy that aims at a complete integration of the VIP into regular library services; direct postage would bind them to a seperate special service again.

Cataloguing will be done on-line within the computer network of the Hessian university libraries; the software hopefully is compatible to the one used with the library services of BLISTA. The titles will be reported to the existing union catalogue (at another university, intended to serve as a clearing house).

Problems with literature related work start, when a student has to visit his library for bibliographical purposes. - The old libraries scarecly have computer based catalogues including all their holdings, card catalogues are prevailing. Help in this situation can only come from individual assistance by a staff-person, releasing the blind from bringing his own inexperienced guide and reader. In Marburg a patron can address to a staff member for practical help. The person in charge also has at it's disposal a catalogue of locally available scientific literature in blind format (be it public or private) and keeps a list of qualified narrators. Guided tours for the VIP through the building also go under that responsibility.

As part of BESST the library has to offer further facilities. The institute provides a special working room for VIP equipped with a CCTV, special ("cold light"-) lamps, print-typewriter (with different daisy wheels), (sheet and tape) braillers and cassette-recorder with indexing option. A duplicator and a braille Thermoform-machine are available. Similar rooms were furnished at the faculties of humanities, psychology and law. - On the latter subject a computer based data-bank (IURIS) is accessible; therefore two complete PC-based working

stations for VIP are installed at the law library.

Other places with a mentionable number of blind students have created similar services for public use. - Information related studies (at technical schools) naturally have less traditional devices but support the individual student with more sophisticated equipment at working site.

Some consequences of general nature may be of interest. Libraries for the blind, by tradition, are serving the general public unrestrictedly. The project under way is first of all aiming at the academic blind in respect to the quality standards and as a target group as well. A distribution through existing non-academic institutes and channels has not been considered so far but should be worth a thought.

Since similar efforts to supply a special group among VIP are made at school level to meet the needs of integrated schooling, library services for the blind in Germany may develop threefold: at a general (including professional), a school and an academic level - working side by side more or (what is to fear) less cooperating.

Over the years it was a first-priority-aim of the libraries for the blind (with whatsoever background) to join their efforts in optimizing available resources for the benefit of the legible blind ("That all may read"). Although the political structure of cultural, educational and social affairs are not positive for "joined ventures", the self help activities have achieved certain results; they should be strengthened together and aside with new initiatives.

The established institutes, organized since 1958 in a working group (AGHB), strive for one union catalogue in the field and soon start to merge the data for audio (some 32.000) and braille (appr. 20.000) books. (A marking, wether a title can be cited correctly or not, could easily be added with the entry of incoming new books.) The academic producers should find a way to join the AGHB; a close cooperation would make it easier to negotiate copyright-questions and stop the confusion in this very sensitive field among the print publishers that sometimes don't know who it is they are dealing with. (The braille production, not involved up to date, may be severely inflicted, especially if electronically stored information will be included.)

These points in mind BESST could help to structure all the local activities and will be an advantage. The model will encourage work for the blind at other levels and other places; in the possible access to related research the pilot will work out mutually profitable and for the best of the VIP-community, combining the expertise of the libraries for the blind with the possibility to investigate at academical level.

And finally the findings of the project in total may set up guidelines and standards for future endeavours to better the access to information for the blind and visually impaired.

Further readings

Next to papers prepared by the Section of Libraries for the Blind and listed in

1. Looking Ahead. A first ten years.
   Bredbury, Stockport (U.K.) 1987, 36 p.

(available from: National Library for the Blind, Stockport) three German publications give a thorough information about the topic:

2. Behinderte studieren. 3rd ed.
   Bonn 1989, 186 p.

(Handicapped as students. Practical hints, adresses, literature. To obtain free from Deutsches Studentenwerk, Weber-Str. 55, D-5300 Bonn 1.)

3. Probleme und Möglichkeiten der Verbesserung der Studiensituation Sehgeschädigter bei der Literaturbeschaffung und -bearbeitung.
   Tübingen 1989, 61 p.

Proceedings of a seminar at Wernau, November 9-11th, 1988. Free of charge in print, audio, braille and ASCII-file from: IG sehgeschädigter Studierendder c/o Freizeitverein für Behinderte und ihrer Freunde, Naukler-Str. 20, D-7400 Tübingen.)

4. Modellversuch verbesserte Versorgung blinder und sehbehinderter Studierender mit Studienliteratur.
   Marburg/Lahn 1989

(Proceedings of a workshop, held July 12th; after publication available from: Universitäts-Bibliothek Marburg, Wilhelm-Röpkke-Str. 4, D-3550 Marburg.)

5. horus. Marburger Beiträge zur Integration Blinder und Sehbehinderter

(Journal of BLISTA and DVBS, reports regularly on the situation; Braille edition/ bi-monthly/ DM 65,-- p.a., print version and on cassette quarterly DM 28,-- p.a. Available through BLISTA, P.O. Box 1160, D-3550 Marburg.)

IFLA GENERAL CONFERENCE AND COUNCIL MEETING PARIS 1989

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127-BLIND-1-E

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HOW BLIND PEOPLE ACCESS DATA STORED ON CD-ROM IN UNIVERSITY LIBRARIES

by

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HOW BLIND PEOPLE ACCESS DATA STORED ON CD-ROM IN UNIVERSITY LIBRARIES

by Anita Richaume

Abstract

This paper is the result of protracted thought on problems blind people encounter in accessing data, and on the potential use of CD-ROM.

It is most urgent to clearly and carefully defining the adaptations that must be to CD-ROM so that the visually handicapped user can manipulate it as well as the sighted use and can benefit from this extraordinary information support tool.

I. INFORMATION STORED ON CD ROM

A - Main principles of CD-ROM

CD-ROM is short for Compact Disk Read Only Memory. Data stored on CD-ROM can be read, selected and copied onto hard disks or diskettes, but the user cannot change or erase what is on the original copy.

CD-ROM is a very compact source of information that can contain 20 to 25 times more information than a 20 megabyte (Mb) hard disk. It is 12 cm in diameter and has an average capacity of 550 Mb. A CD-ROM reader, thus, can be fit into a micro-computer. It is easy to manipulate, and is not fragile. It has a self-protection system to shield it from dust, scratches and fingerprints. CD-ROM is a rather resistant support with adequate physico-chemical stability to save data properly for some ten years. Considering its storage capacity, the price is not expensive. Lastly, it is a professional product whose standard size makes it easy to use for the everyday consumer the world over. In 1985 over 60 big companies had already bought the license for CD-ROM.

In sum, CD-ROM is a very large capacity information tool that can contain over 200 pages (A4 format). It is sturdy, easy to manipulate and to transport.

B - Materials

A micro-computer, a CD-ROM reader and the proper software are needed to read a CD-ROM. The micro-computer can be a Macintosh or a PC, XT or AT compatible. It has to have a RAM of 640 Ko, a hard disk of 20 or 40 Mo, and a 5-1/4" or 3-1/2" disk reader. On the MAC the system file is used, and on compatible machines, MD DOS, starting with the 3.10 series. Some CD ROM are operated using the mouse.

There are two types of CD ROM readers, the independent external reader and the built-in reader that feeds on the micro-computer. Using a cartridge it is easy to insert a CD.

Software is designed either to ensure micro-computer/CD reader dialogues (the driver depends on the type of micro-computer, its operations systems and the type of reader), or to enable the user/applications dialogue on the CD-ROM. This is the applications software written for a specific type of micro-computer and is dedicated for a given type of applications, e.g., Zyzomys' Navigator. The driver is supplied with the reader and is attached to the micro-computer operations system. The applications software is registered in a hard disk directory is consulted by the micro-computer user when he consults the CD. There can be several directories, and the hard disk can menu a variety of software for various CDs.

C - CD ROM types

A rather large variety of CD-ROMs are now on the market. Because of fast development of new products, the classification cannot be complete. Just as an example, we might mention;

- the catalogues of libraries;
- data banks on education, human sciences, law, finance, medicine, technology, commerce;
- documentation;
- encyclopaedias;
- dictionaries.

II. DIFFICULTIES FOR BLIND PEOPLE IN ACCESSING INFORMATION

Blind students can access information through tactile or audial reading, i.e., braille or listening. But the large majority of French university libraries have no braille or taped information. The blind student has to rely on willing souls to get articles and information photocopied, then solicit help from volunteers, various associations and organisations to have the information transcribed into braille or

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read onto tapes. Sometimes he has to wait for several months before finally getting the information he wants, not even to mention articles and books written in English or German. The result is that there are fewer readers.

The problem becomes more critical as the student progresses up the academic scale. During the first few years, the basic studies are composed of lecture courses and lab work. Regular attendance and careful notetaking using a tape recorder usually makes most of the information accessible. But later on, this system is not good enough, and as the student gets more individual assignments he has to increasingly consult the university library. The blind students has to get help in order to find the references of a book, an article, a magazine and then go to the librarian, and finally, when he has a photocopy or a book, he has to get it transcribed into braille or recorded on tape. This sometimes means having to get a special waiver for book loans or sometimes having to buy a book when reading, transcription, or recording work takes more than a month.

The blind student also has a problem of space. a printed page transcribed into braille takes three or four pages. A braille dictionary is ten times thicker than a printed one. The blind student, therefore, cannot carry a dictionary around, let alone an encyclopaedia.

Mention should also be made of the blind student's problem in looking for a sentence or a word in a recorded or braille text.

Blind people more than any other place great hope in efficient information supply systems. CD-ROM could provide quick, easy, and, most important, direct access to information, thereby saving weeks or even months of waiting.

III. CD-ROM PROMISE FOR THE FUTURE

CD-ROM is portable, has a high density of information and allows the user direct access which facilitates new applications in a wide variety of fields. For education and training, CD-ROM seems to fulfil a fond hope of young blind people: being able to access a vast amount of information directly. Combining CD-ROM and a micro-computer with a speech or braille capacity could provide the blind with a "potentially much more interactive media" than anything they have had before. The interactive capacity of CD-ROM would provide the blind student with direct access to such an enormous quantity of information that he would be practically on the same footing as the sighted.

To begin with, the CD-ROM dictionary would allow the blind student to get a word definition, a synonym, a conjugation or a grammatical rule himself directly and quickly. The blind student could also use library encyclopaedias, references and catalogues on his own,

Draft translation

This new information tool could help the visually handicapped save quite some time, give him longer for autonomy and greater independence in his work. Through its capacity to store large quantities of information and access dictionaries, encyclopaedias, data banks, textbooks, CD-ROM can be used for rather fascinating applications: one of the best ways for the sighted - and even moreso for the blind - to access information directly.

IV. PROPOSED USE FOR THE BLIND

The software and hardware will have to be adapted so that blind people can use CD ROM.

A - Adaptations

There are many specialised associations and companies that supply computerware that can be adapted for use by blind people. Since the mid 1980s in France a certain number of blind people have been using this equipment, which is very promising. Input, software and output are now available in a form adapted to the needs of the visually handicapped.

1. Adapting input

Most specialised schools teach children born blind to use the typewriter with the AZERTY keyboard. This facilitates communications and contacts with the sighted. Further, nearly all blind school-goers have no difficulty in using the braille keyboard on a braille typewriter. Some are faster and more efficient on a braille typewriter because it only has six keys and a space bar. To make it easier for blind people to use micro-computers, manufacturers of aids for the handicapped have adapted the keyboard of the micro-computer either by changing the keyboard itself or by adding software that converted the classical keyboard into a braille keyboard through the selective use of six keys. For blind people who are accustomed to working on the traditional AZERTY or QWERTY keyboards, certain keys are raised to help the typist locate strategic keys more quickly, e.g., J and F, function, return, and specific command keys.

2. Adapting output

To replace the visual screen, which the blind cannot use, there are two types of adaptations: speech and touch. The two can be used together or separately. Sound output uses a speech synthesizer and requires specific software or cards. Sound is often less accurate than screen displays, and its effectiveness depends largely on the adapted software. It is usually possible to have a screen or keyboard back-up, that is to have every letter, word or sentence read from the screen or entered through the keyboard. The position of the cursor can be identified upon request; the same is true for the function and commands that are used. In recent

years considerable progress has been made and the sound output is of good quality and very effective. The sound output is especially useful for people who are unfamiliar with braille or who are slow readers (people who become blind late in life, or subsequent to an accident and older people).

Braille renditions use very temporary braille displays; the number of braille letters on this display varies between 12 and 80, depending on the materials. It is actually a tactile window opening onto part of the screen. The advantage is that is faithfully reflects whatever is written on the screen. The braille display is best used by good braille readers.

Neither the speech or touch renditions can be used for presenting graphs. But thanks to adaptations, the blind can use computers like the sighted, and benefit from the software for work processing, file management, spreadsheets, databases, etc.

B - Feasibility study

Since March 1988 we have been studying changes that would have to be made to software or to data lay-outs to make the information stored on CD-ROM directly accessible to blind users thanks to speech output.

The range of CD materials is already so varied that we decided to chose what seemed to be the most urgent for the blind student: the dictionary (Zyzomys), literary data (CDLitt), and library references (Myriade).

For CD-ROM Zyzomys and CDlitt, all the commands that can be entered through the keyboard can be handled by the blind. The selection commands however, that involve the "mouse" to select data cannot. Further more, an experiment with a blind person and a sighted person showed that the blind user worked faster with the keyboard than the sighted person with the mouse. At the time of writing, studies had not yet been completed but we do feel qualified to make some proposals.

C - The proposals

Two types of adaptations are being considered in order to make CD-ROM accessible to the blind user:

- adapting the software used in dialogue between the user and the application on CD-ROM;
- make adaptations on the information reading system on CD-ROM.

Draft translation

1. Adapting the applications software

The blind person has to be able to give all the commands through keyboard. A sighted person can, if required, give commands using either the keyboard or the mouse.

It would be advisable to have "available windows" arranged one by one, always in the same spot, and not to have many of them. A line to remind the user of how the various commands function could be provided through both sight and sound output.

It is also necessary to be able to use directional arrows and the functions to select a block of text.

2. Adapting the screen-read texts

All the lines and words in video, inversed on the screen, should be accessible through an identifiable sound echo. All the abbreviations, symbols and icons should be available in oral form, so that it be easily understandable when received by the "sound echo". Changes such as "italics, bold, underline" should also be expressed in sound.

The purpose of these adaptations is to give a sound rendition of any changes displayed on the screen. Thanks to these types of adaptations, the visually impaired user could use the information equipment just as well as the sighted user and could benefit from the same prospects. So for the blind student, whose main channel of access to information is impaired, to be able to benefit from such an extraordinary and precious information medium he must, with great immediacy, define his needs because " our needs must be made known very early in the design process."

NOTE: Mrs. Anita Richaume, who wrote this papers, became blind in September 1982, (when she resumed her studies at the Universite de Lille III) and is now preparing her doctorate thesis on experimental psychology. The subject of her thesis is "access to information for blind people". Because of these problems (having lost her sight late in life and not being sufficiently fluent in braille) she wants to study the potentials of acquiring knowledge and know-how through the "sound route". Isn't there some way of facilitating optimal learning and social integration of the new blind for whom reading and writing braille will always be difficult? To what extent can the audial track replace the missing sight track?

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TOBIA CENTER : BRAILLE RESEARCH AND PRINTING CENTER: A SUMMARY OF 12 YEARS'EXPERIMENT

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TOBIA CENTER
Braille Research and Printing Center
A summary of 12 years' experiment

The Center founded in 1977 is attached to the Presidency of the University. It was meant to realize:

- Braille transcription softwares
- Braille Edition for students of the different universities of Toulouse but also for blind people wisking to have braille documents: literature or working documents.

But TOBIA Center was not founded spontaneously. Braille grade 1 documents were already used round the University (although the structures of a braille printing center were not yet realized at that time), as I was then working with a "Hardware" team. Furthemore there was no "personal" braille printer on the market yet apart from the big IBM braille printer which was very expensive; in fact we were obliged to manage with the means at our disposal, i.e an ink-print printer IBM 1403 (which luckily enough was not with needles) which permitted to use the "full stop" to obtain the braille characters: so the braille line required 3 printed lines. A little "tinkering" gave the possibility to obtain raised dots and although the braille character was slightly bigger than the standard format, the braille documents were appreciated by the lucky "readers".

But after this hopeful period (for the Blind) came a "flat" and dull time as new informatic devices (using needles) did not give the possibility to obtain raised dots. And it was the ankward period when grade 2 braille documents obtained by our software had to be tested.

I somehow found some braille teachers who accepted to memorize the list of numbers I read for them like (136-1236-2345) the abbreviation of UNIVERSITY for example; you can realize how tedious the reading of a complete document was!

We had to wait until 1975, when we obtained an agreement with SESORI-IRIA to plan the "creation" of the first braille printing device. That was possible thanks to the cooperation with SESORI and the TOBIE team which was to become TOBIA, and above all of the SAGEM Society which accepted to begin such an undertaking.

This braille device enabled us to present our grade 2 braille software during the 1976-1977 SICOB through the CYCLADES network from IRIA as our software was implemented on their big computer.
We must to mention that since the apparition of the SAGEM device on the market in 1976, many teams have got interested in computerized braille transcription.

In order to test our softwares we produced at the same time Braille documents for primary schools and students. Their need was so important that we were obliged to create a structure permitting to continue our research and to fulfill the braille edition needs. So TOBIA was founded.

VARIOUS ACTIVITIES OF THE CENTER

I - The Braille Edition

Since its foundation numerous documents have been transcribed specially for the Blind of Midi-Pyrénées (area).
These documents cover all branches; they concern:

° University life

- Psychological courses
- Anatomy courses
- Commercial courses
- Literature
- Duplicated courses, extracts
- Examination subjects
- Preparation to some exams from several Ministries

° Professional life

- Working documents for:
  - some associations
  - some insurance companies
  - some Courts of Great Instance, etc...

° Cultural life

- Novels
  For children
  For adults
- Documents for Museums
- Documents for Town Libraries

° Every day life

- Bank statements
  For BNP Midi-Pyrénées/ Languedoc-Roussillon
  For CCF
  For Crédit Agricole
- A monthly information Review for a little town in Haute-Garonne

From 1977 to 1979 the number of braille documents given to the Blind was very important, considering the few means we had at the time -a typist and one braille printer device producing one braille page per minute- Moreover our activity, on the Edition level was "overflowing" as we were the first be computerized in France and it was necessary to show the interest of being computerized in that area.

II - RESEARCH

The main realizations concern several softwares:

1) Software for braille transcription

- of literature into braille (grade 1 - grade 2). This software being implemented on the big computer of Paul Sabatier University is accessible through TRANSPAC network.
- of music (the input is being improved at the moment)
- of mathematics (the input is also being to be rethought) as the mathematical signs generator used a terminal which is no longer available on the market
- of arabic into braille (grade 1- grade 2)

2) Softwares to obtain ink-print documents from braille documents

3) Learning softwares: an intelligent System to learn arabic grammar the SEAGA system which will be used in Tunisia

III - PLANS FOR THE FUTURE

- Realizing new means of input for mathematics which will permit to obtain ASCII data not graphical data
- Producing a complete musical system which will permit

the input of scores from:
codages
graphical support
an electronic piano

in order to obtain:

- the braille transcription of scores
- the graphical output of a score when the composer is blind
- the output on an electronic piano with the collaboration of the CHERUBINI Music School of Florence
- The teaching of Harmony with the help of an expert system.

As for SEAGA this musical system will appeal to the Synthetic Speech to help the blind user (it is the screen reader EDIVOX commercialized by Elan Informatique Manufactory of Ramonville Saint-Agne near Toulouse)

These different types of research enabled us to meet foreign teams from:

- Great-Britain
- Germany
- Italy
- The United-States
- Canada

For Canada a convention was signed to implement the braille grade 2 braille on a PC. Close links were established, it is a positive and fruitful collaboration.
These different contacts, these common works, were an enriching experience for me and particularly stimulating on the Research level.

Besides these international exchanges led to the fact that I was contacted in 1984 to be a member of a EEC Concerted Action which was then called "rehabilitation and Blindness" and as been recently "Technology and Blindness".
I am working with European colleagues and we share the same rigour concerning the braille documents and the same aims for the future. Through these meetings an international research musical group was born. The countries concerned are: Great-Britain, Italy, Germany, Denmark, Spain, Canada and France.

IV - RESULTS OF TOBIA CENTER CONCERNING THE EDITION

As we have explained before, considering the poor means we had it was impossible for us to satisfy all the needs. Our efforts have disguised the real situation we needed more means (as the searchers had to realize all that the typist could not. We asked for more help and more staff but in vain, which was a pity. So our new aim was to tranfer our knowledge to create a braille printing center outside the University which would use TOBIA realizations (on an almost industrial level).
The 1901 Association law : C.T.E.B. (Centre de Transcription et d'Edition en Braille) was born with the financial help of the Ministries of Culture of Education and of Paul Sabatier University.
For financial reasons this center cannot yet realize individual transcriptions. Therefore it proposes to regroup the similar needs.
TOBIA has to do the research and the maintenance of its softwares. That is why it cannot satisfy all the student needs. So it helped to set up a "self service" room for the Blind students of the Paul Sabatier University.

V - AUTONOMY OF THE STUDENTS

A "self-Service" room has been opened with the help of MIG (Mathematiques, Informatique, Gestion) of the Paul Sabatier University.
In this room the students have at their disposal:

- A micro-computer connected to the big computer Center of the University and giving access to several files created by teachers: courses, exercises, correction of these exercises, etc...

- A micro-computer connected to the braille printing device.

Both computers are equipped with a synthetic speech. So the Blind students have the possibility to choose which part of the documents they want to be transcribed into braille.

TOBIA team is at their entire disposal and intervenes when necessary.
TOBIA still ensures the transcription of exam subjects, some basic documents and continue to honour its previous contracts.

CONCLUSION

The result of these 12 years is positive from the edition point of view.
TOBIA with few means has very soon proved the efficiency of informatics in the Braille transcription.
It began with simple informatic means:

- punch cards allowing to input capital letters only and very few accents and punctuation marks like ; ? ! etc...
- Braille edition with "fortune means" TOBIA team appreciates the microcomputer's era and the new means being on the market that is to say: optical character recognition, rapid braille printers, etc...

On the research level the help brought by the SESORI contract and financial helps from the Midi-Pyrénées Regional Council have permitted to develop softwares in several areas.

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PUBLIC LIBRARIES AGAINST ILLITERACY

by

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PUBLIC LIBRARIES AGAINST ILLITERACY

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For many years, the problem of illiteracy has been an important issue for public libraries and librarians around the world. Although each part of our international community is socially, economically, politically and culturally diverse, the basic difficulties experienced by those who are illiterate affect all of us and result in many hardships for those who are afflicted. Whether the nature of the concern be basic or functional illiteracy, the impact on society is immense and must be fully addressed by those individuals and organizations who can be of help.

Several years ago, the Standing Committee of IFLA's Section of Public Libraries appointed a working group to study the role that has been and could be played by public libraries in combatting illiteracy and to plan, organize and conduct formal activities addressing this vital topic. This resulted in the Working Group developing and implementing two events of significance. The first was the presentation, at the 1988 IFLA Conference in Sydney, Australia, of a series of papers concerning the progress of the Working Group and the status of literacy projects in Australia and the adjoining Pacific area. The second was the sponsoring of a seminar prior to the 1989 IFLA Conference in Paris, France. It is the latter activity on which I am reporting today.

Entitled "Public Libraries Against Illiteracy," this preconference seminar and satellite meeting was held in Paris/Massy, August 15-19, 1989 in cooperation with the Centre national de cooperation des bibliotheques publiques and the Association Au Plaisir de Lire. The Seminar was funded by the Ministere de la culture, de la communication, des grands travaux et du bicentenaire: Direction due livre et de la lecture (FRANCE), with supplemental contributions being provided by Credit industriel et commercial-CIC (FRANCE) and the companies Xerox (UNITED STATES) and Baker and Taylor (UNITED STATES).

Although the Seminar was designed to be limited to fifty participants, it was over subscribed with a total of fifty-four individuals representing twenty-two countries and five continents. Briefly reviewing some of the other pertinent data about the Conference, there were eleven program sessions held with seven devoted to formal papers, two focusing on group discussions, one for introductions and orientation, and one for the discussion and adoption of resolutions. In all, twenty papers were presented and distributed, and simultaneous translation was provided in English, French and Spanish. also available were exhibits representing literacy activities in several countries; including publications, videos, posters and artifacts used in conjunction with literacy efforts.

The meetings were all held at the headquarters facility of the Centre national de cooperation des bibliotheques publiques. Centre director Pascal Sanz, his assistant Jean Francois Bargot and the entire staff did an outstanding job with local arrangements, and are to be highly commended for this achievement.

The base program of the Seminar was formulated and designed with four goals in mind:

- to bring together information on public library efforts against illiteracy around the world
- to provide an opportunity to the participants to share experiences in the field with colleagues from other countries
- to explore ways in which more public library activities can be planned to expand illiteracy projects
- to develop a series of resolutions for action by IFLA to insure that the future growth of public library efforts in the fight against illiteracy.

As you will shortly learn, the structure and content of the Seminar clearly accomplish this and much more.

As with most international conferences with a large number of active and professional speakers and participants, a wide range of approaches to the topic emerged from each session. Those individuals presenting papers provided many thought provoking ideas, while those in the audience reacted with interest, knowledge, commitment and enthusiasm. Simply put, the ambiance and chemistry were perfect and caused an interaction which resulted in a highly charged and fully productive experience for all in attendance.

At this point in my paper, I would like you to get a closer look at the program and the selection of speakers. Therefore, I am going to ask Leena Siitonen who co-chaired the programs portion of the seminar to share with you some pertinent information about our speakers. Leena has been very much involved with this project and was directly responsible for helping to develop our program.....

Before I share with you the all important resolutions and results of our seminar, I would like to highlight some of the points made and areas of concern experienced by both presenters and attendees. I will not take the time to identify each speaker and the specific points he or she made. Rather I will synthesize the various points presented in order to give you some idea as to what was discussed and what formed the basis for the generation of our resolutions.

To begin with, let me say that every paper provided new insight into illiteracy and seemed to compliment, and expand on, the points of the previous speakers. Although most of the developing countries were primarily concerned with basic illiteracy and the developed countries with functional illiteracy, what was presented was of value to all of the participants. One major issue centered around identifying the role public libraries can and should plan in resolving the question of illiteracy and focused on the fact that, although this was an important and fundamental part of the mission of the public library, it was not its sole responsibility. It was interesting to note how many of our colleagues were concerned about clarifying the position of the public library relative to illiteracy and the extent to which

that activity could be increased and solidified. Overall, there was a strong attempt to focus on standardation of public library efforts in this area, primarily because of the wide diversity which exists between those libraries that do much in this area and those that do little or nothing. Greater consistency of public library effort would help to encourage more libraries to participate.

A companion problem centered around activities of non-library organizations and how the public library could develop a multi-faceted approach in the crusade against illiteracy. It is clear that most public libraries are alone or, in some cases, have minimal help from other groups, and therefore, have little experience in reaching out to others. This situation is of great importance since many public libraries lack the resources to do as much as they can to foster literacy. Finding local partners and entering into joint venture both help the public library to do more to provide new dimensions and solutions to the dilemma.

Focusing on an even more fundamental deficiency, namely that of the basic attitude of librarians to work with illiteracy, much was discussed about the need for more sensitivity to, and interest in, literacy, on the part of our profession. Suggestions regarding the need for current librarians to receive some training in how they could be of greater assistance, as well as the importance of training future professionals to have knowledge about the topic through course work, were well received. One innovative approach was to have a librarian be a literacy tutor and experience first hand the problems faced by those trying to read.

A companion issue discussed was the lack of out reach and political/community activity on the part of most public libraries. Playing a more active role in community life at various levels will open up new opportunities to the profession which were heretofore unavailable. Turning from an inward prospective to an outward approach will broaden opportunities to identify and help those in need of assistance.

One of the problems addressed concerned the fact that the public library is not normally considered as a literacy partner by those people on the local, regional and national levels who are responsible for overall coordination of library projects in their countries. In part, the lack of communication between the Ministries of Education and Culture (where libraries are usually found) help to isolate and limit what a public library can accomplish.

The targeting of specific organizations (i.e., prisons and hospitals) through which to serve those needing literacy can be an important aspect of the illiteracy effort. A few techniques in accomplishing this were introduced and considered.

One critical area of discussion centered around the methods of helping people keep the reading skills they have already learned and not lose them through inactivity for a lack of materials. Such concepts as "barefoot librarians" and "home libraries" were introduced to help focus on new and meaningful ways to help those in need or at risk. In addition, it was noted that little work has been done in methods of reclaiming those who have lost reading. It was expressed that encouraging reading discourages school dropouts and promises a youngster a more productive future.

One important observation that was discovered at the conference addressed the idea that at this time in our society the fight against illiteracy is "in fashion" and as with all similar activities, what is "in fashion" today, may not be tomorrow. The concern here was that public libraries seek a permanent approach by reorganizing their core programs to include illiteracy as a basic and continuing element, and not be effected by whether or not it is of immediate social concern.

Among the other areas of concern discussed by the participants were the necessity of cooperation between the public library and the schools and other local educational authorities, the importance of books and libraries in promoting literacy, the disproportionate impact of illiteracy on women, rural inhabitants and the disadvantaged, the lack of immediate success of past

programs established to address the literacy question. The need for an evaluation program, the use of graphics for communication and their impact on the effect to encourage reading, and the importance of commitment at all levels in the crusade against illiteracy, was expressed.

Also included was the concern about multiple languages in various countries and the need to distinguish between them when involved with local publications and efforts to teach reading. The use of many languages, including both the official and national languages of a country, just compounds and deepens the problem and must be addressed of itself.

One of the most fundamental concepts developed during the sessions and discussions at various times relates directly to illiterates and the importance of taking their interest into account in the teaching of literacy. The needs of each and every person are different and should be individually evaluated before help can be properly given.

The planing for UNESCO'S 1990 International literacy year was also considered. UNESCO has long been active in developing library programming and sponsoring an annual International Literacy Day. An analysis of UNESCO'S statistics on the state of illiteracy clearly demonstrates how much more lies ahead to resolve the problem.

My last point relates to IFLA and its involvement in the right against illiteracy. As Guust VanWesemael stated, IFLA needs "precise reference points and ideas" on setting up a long term policy and program. He noted that the overall problem is a difficult one, but should be addressed and suggested that IFLA needs to cooperate closely with other organizations if it is to be effective. He observed that some elements in resolving the problem already exist and need to be linked together into an active plan stressing that there are no magic solutions. Guust challenged the Seminar participants to recognize their own expertise to develop ideas and recommendations that can be of help to IFLA.

The Seminar participants reacted to the challenge and, indeed, developed a series of resolutions for presentation to the Standard Committee of the Section of Public Libraries. As a prelude to this action, the three following statements were approved:

- The Section of public libraries of IFLA has sponsored a seminar dealing with the important problems of illiteracy
- illiteracy was identified as a significant world wide problem
- Public libraries have an important role in combating illiteracy

Subsequently, a series of eight resolutions was proposed, discussed and adopted by the Seminar as a result of its deliberations. The following resolutions were proposed:

- That IFLA be urged to publish the report of the seminar
- That IFLA conduct research in order to identify those countries which have developed successful programs to combat illiteracy
- That the division of libraries serving the general public be urged to establish a round table to focus on the issue of illiteracy and public libraries
- That the section of library education be urged to develop guidelines to encourage library schools to place more emphasis on the role of librarians in fighting illiteracy and the Improvement of their communicative skills
- That IFLA take steps to develop and improve communication between developed and developing countries in order to ensure that effective assistance is provided to developing countries in the fight against illiteracy
- That IFLA be urged to organize a follow-up conference on the problem of basic and functional illiteracy, involving different groups and agencies active in this field and that a directory of such organization be published
- That IFLA be asked to urge the appropriate authorities to examine ways of ensuring that combatting illiteracy is basic to the mission of the public library and that the necessary resources, including training, be made available

- That IFLA, in recognition of the International Year of Literacy in 1990, proposes to UNESCO that funds be made available to finance the publication of appropriate bilingual material to assist in the fight against basic and functional illiteracy

These resolutions have been forwarded to the Standing Committee of the Section of Public Libraries for consideration and adoption. Approved resolutions will be sent to higher IFLA authorities for adoption and implementation.

Although planning for the Seminar was extensive, the event itself is at an end. However, our approach to identifying the role of the public library in illiteracy world wide has just begun. The resolutions developed are all sound, practical and realistic. They should provide IFLA with the ideas it needs to take innovative and decisive action to become fully involved in the international crusade against illiteracy. If this effort is to be successful, however, it will take the involvement and work of all of us to begin to effect a change and achieve some measure of success. The participants in the Seminar are ready to help in this effort. Hopefully, the rest of the IFLA library community is also committed to the support of literacy and reading.